DOCUMENT RESUME

ED 022 914 08 VT 006 213

By- Zikmund, Dale G.

HANDBOOK ON PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS IN OFF-FARM AGRICULTURAL OCCUPATIONS.

Nebraska Agricultural Experiment Station, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.; Nebraska Univ., Lincoln. Dept. of Agricultural Education.
Spons Agency- Office of Education (DHEW), Washington, D.C.
Bureau No- BR-5-0069
Contract- OEC-05-85-020
Note- 178p.
Available from- Department of Information, College of Agriculture & Home Economics, University of Nebraska, Lincoln, Nebraska 68503 ($1.50).
EDRS Price MF-$0.75 HC-$7.20
Descriptors- *COOPERATIVE EDUCATION, HIGH SCHOOLS, *OFF FARM AGRICULTURAL OCCUPATIONS, PROGRAM DESIGN, PROGRAM DEVELOPMENT, *PROGRAM GUIDES, *PROGRAM PLANNING, *VOCATIONAL AGRICULTURE

Orientation of vocational teachers to the fundamental concepts of planning and conducting cooperative occupational experience programs in off-farm agriculture is the major objective of this guide. The guide suggests that teachers attend special classes or workshops and consult additional references when planning an occupational experience program. Contents include: (1) formulating local policies, (2) using an advisory committee, (3) conducting a community survey, (4) public relations activities, (5) selecting training stations, (6) student selection, (7) legal requirements, (8) placement of students, (9) cooperating with others, (10) developing training plans, (11) developing agreements, (12) teaching related instruction, (13) program coordination, (14) student evaluation, (15) records, (16) student follow-up, and (17) program evaluation. The appendix contains a policy statement, occupational survey form, cooperator interview form, student application form, self-interest test, student learner certificate information, training agreement, employer evaluation form, employer student rating form, occupations survey, student information form, training plan, training agreement, visitation record, teacher evaluation form, method for determining community vocational needs, and a check sheet factors to be considered in evaluation of students. Supplementary materials include a reference list. (DM)

C.1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

M. P. 19

HANDBOOK ON
PLANNING and CONDUCTING COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS
IN
OFF-FARM AGRICULTURAL OCCUPATIONS

ED022914

UNIVERSITY OF NEBRASKA COLLEGE OF AGRICULTURE AND HOME ECONOMICS
THE AGRICULTURAL EXPERIMENT STATION
E. F. FROLIK, DEAN H. W. OTTOSON, DIRECTOR

VT006213

CONTENTS

Page

Introduction 1
What is Cooperative Occupational Education? 2
Definition of Terms 3
Questions to Consider before Adopting Cooperative Occupational Education 5
Objectives and Advantages of Cooperative Occupational Education 6
Steps in Initiating Cooperative Occupational Education 7
Using a Steering Committee 8

Developing Local Policies Concerning Occupational Education 10
Need and Value of Local Policies 10
What to Include 11
Administrative Relationships 13
Financing the Program 13
Organizing and Using an Advisory Committee 13

Utilizing an Advisory Committee 15
Purposes of an Advisory Committee 15
Organizing an Advisory Committee 15
Policy Authorizing Committee 16
Qualification of Members 16
Size of Committee 16
Appointment of Members 16
Term of Appointment 16
Working with Advisory Committees 17
Committee Meetings 18
Duties and Functions of the Committee 19

Conducting a Community Survey 21
Telephone Directory Yellow Page Titles Relating to Agriculture 21
The Business Survey 22
Conducting Personal Interviews 23
The Survey Form 24
Sample Survey Form 26

Promoting Cooperative Occupational Education 33
Newspaper, Radio, and Television 33
Sample News Stories 35
Speeches 37
Recognition Certificates 38
Other Promotional Activities 38
Sample On-The-Job Instructor Certificates 40
Sample Student Completion Certificate 41
Planning the Promotional Program 42

Selecting Training Stations 43
Criteria for Selecting Training Stations 43
Training Station Check Sheet 44
Sample Training Station Check Sheet 45
Evaluating Cooperating Employers and On-the-job Instructors 46
Classes for Employers and On-the-Job Instructors 46
Sample Cooperating Employer Evaluation Form 47
Sample Completion Certificate of On-The-Job Instructors Course 48

Selection of Students 49
Procedures for Selecting Students 49
Criteria for Selecting Students 50
Sample Application for Enrollment Form 51
Sample Teacher's Rating of Interested Students Form 53
Sample Student Information Form 54

Legal Requirements for Student Workers 55
State Regulations 55
Age Certificates 55
Federal Laws 55
Minimum Wage, Overtime Pay, Maximum Hours and Equal Pay 55
Exemptions From the Minimum Wage 56
Exemptions for Student-Learners 58
Application Form for a Certificate to Employ a Student-Learner 58
Questions Pertaining to The Application for and Certification of Student-Learners 58
Sample Application Form 59
Child Labor Provisions 61
Child Labor Provisions Applicable to Farming 62
Hazardous Occupations 62
Sample Letter of Agreement from Exemption from Hazardous Occupations Orders 66
Walsh-Healey Public Contracts Act 67
Social Security 67
Unemployment Insurance 67
Workmen's Compensation 67
Taxes 67
Occupations Requiring Licensing 67
Field and Regional Labor Offices 68
Publications on Labor Regulations 68

Placement of Students in Training Stations 69
When Should Students be Placed? 69
How Should Students be Placed? 69
Sample Letter of Application 71
Sample Application for Employment 72
Sample Personal Data Sheet 75
Some Helps Regarding Interviews 77

Cooperating with Other Groups or Agencies 79
    Cooperating with Employers and Their Organizations 79
    Organized Labor 79
    Governmental Agencies 79
    Other Vocational Education Services 79

Developing Training Plans 81
    Purpose and Value of Training Plans 81
    Developing Individual Training Plans 81
    Sample Training Plan 83

Developing Supervised Experience Agreements 86
    What to Include 86
    Sample Training Agreements 86

Teaching Related Instructions 89

Coordination 91
    Coordinator's Schedule 91
    Visiting Students at the Training Station 92
    Visitation Record 93
        Sample Teacher-Coordinator's Visitation Record 95

Evaluation of Student Progress 97
        Sample Employer's Evaluation Form 100

Instructor and Student Records 103
    Instructor Records 103
    Student Records 103
        Sample Student Permanent Record Form 104
        Sample Weekly On-the-Job Experience Record Form 106
        Sample Student Record of Earnings and Hours Employed Form 109
        Sample Progress Chart 110

Follow-Up of Students Upon Graduation 111
        Sample Follow-Up Report Form 112

Evaluation of Cooperative Occupational Experience 114
    Who to Involve 114
    Items to Consider 114
        Sample Student Appraisal Form 116
        Sample Former Student Appraisal Form 118
        Sample Employer Appraisal Form 120

APPENDIX 121
    A - Sample Policy Statement 122
    B - Sample Occupational Survey Form 128
    C - Sample Cooperator Interview Form 131
    D - Sample Student Application for Enrollment form 133
    E - Sample Self-Interest Test 134
    F - Standards and Provisions for Student-Learner Certificates 138

G - Sample Training Agreement 144
H - Sample Employer's Evaluation Form 145
I - Sample Employer's Rating of Student Form 146
J - Sample Occupations Survey of Job Opportunities and Training Possibilities Form 147
K - Sample Student Information Form 148
L - Sample Training Plan 149
M - Sample Training Agreement 150
N - Sample Teacher-Coordinator's Visitation Record form 152
O - Sample Employer-Teacher Evaluation Form 153
P - Determining Community Vocational Needs 155
Q - Check Sheet on Use of Factors to be Considered in Evaluating Cooperative Part-time Students 162

References 170

FOREWORD

The Vocational Education Act of 1963 was based on the recommendations of the Panel of Consultants on Vocational Education appointed by President Kennedy which stated that, "The Vocational Agriculture program under Federal reimbursement, should be broadened to include instruction and increased emphasis on management, finance, farm mechanization, conservation, forestry, transportation, processing, marketing the products of the farm and other similar topics."

The intent of this Handbook is to assist instructors of vocational agriculture and educational administrators in organizing and conducting a program in off-farm agricultural occupations.

This Handbook was prepared by Dale G. Zikmund, based on a manual entitled "Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture" by B. Harold Anderson, The Center for Research and Leadership Development and Vocational and Technical Education, The Ohio State University.

James T. Horner

This publication was prepared in furtherance of a project supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education, entitled "An Experimental Evaluation of Approaches to Preparing High School Students for Agricultural Occupations Other Than Farming." The project was initiated by the Department of Agricultural Education of the University of Nebraska, and has been designated DAVR Project No. 001-65, and Contract No. OE-05-85-020.

Department of Agricultural Education
College of Agriculture & Home Economics
University of Nebraska
James T. Horner, Chairman

Cooperating with
Division of Vocational Education
State Department of Education
Lincoln, Nebraska

PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS IN OFF-FARM AGRICULTURAL OCCUPATIONS

INTRODUCTION

The implementation of the provisions of the Vocational Education Act of 1963 has rapidly increased the number of schools providing education for off-farm agricultural occupations. Programs are being developed for several levels of preparation by local schools, area schools, and community colleges. In most of these institutions, occupational experience can best be provided by a cooperative occupational education program.

This publication has as its major objective the orientation of vocational teachers to the fundamental concepts of planning and conducting a cooperative occupational education program for off-farm agriculture. Because the primary emphasis is given to the procedures associated with the operation of the occupational experience phase of the program, many factors, such as class schedules and methods and procedures of providing classroom instruction, are not included in this publication even though they have a direct bearing upon the success of the occupational education program. Nevertheless, the concepts and procedures outlined herein should provide a valuable resource for teachers initiating programs in this area.

The development of a sound cooperative occupational education program requires the expenditure of considerable time and effort on the part of the teacher-coordinator. No part of a comprehensive program in agricultural education should be slighted to develop this type of occupational education program for off-farm agricultural occupations. The vocational agriculture teacher-coordinator must have a schedule which will enable him to devote the time and effort needed. In many instances relationships can be developed whereby teachers from several vocational education services may share in the actual teaching and coordinating of a program in off-farm agriculture. For instance, a student placed on retail selling in a farm supply store could logically be placed in a distributive education class for some of his related instruction.

The sections of this publication are in the sequence that would normally be followed in the development of the program. A number of sample forms and other information are included in the various sections and the Appendix to enable teachers to understand the standards, objectives, and procedures associated with each phase of planning and conducting cooperative occupational education. The local teacher should not rely on this publication alone. It is recommended that teachers attend special classes and workshops to become better acquainted with recommended procedures and consult with local administrators and state supervisory personnel before initiating a program. The list of references in the bibliography will provide additional information and assistance.

Agricultural educators have long recognized the need and value of adequate occupational experience. Students enrolled in vocational agriculture have completed production projects on their home farms or have been placed on other farms or ranches to gain occupational experience. The recognition of the need for education in off-farm agricultural occupations as expressed in The Vocational Education Act of 1963 has resulted in the extension of the placement-for- experience phase of the program to include the placement of students in agricultural businesses and industries. As the number of programs in the high schools and area increases, the problems associated with providing adequate occupational experience is also likely to increase. In many of these schools, the occupational experience can best be provided through a cooperative occupational education program. The philosophy and concepts of cooperative and occupational education are quite similar to those of the traditional "placement for farm experience." However, the placement of students in agricultural businesses and industries involves some facets which are not common to the placement of students on farms or ranches. The primary purpose of this publication is to serve as a guide for local teachers and administrators in planning and conducting cooperative occupational education in off-farm agricultural occupations.

Another cooperative occupational education program, which may include off-farm agricultural occupations, is Diversified Occupations. "The diversified occupations education program provides an opportunity for schools in small (Nebraska) communities to provide vocational education with supervised work experience in a variety of occupations. It can be utilized in communities which are not large enough to provide part-time jobs in sufficient quantity to support an occupational experience program (e.g. Agriculture, Distributive Education, Office Education, Home Economics or Trades and Industries)." The basic principles of cooperative occupational education as outlined in this handbook apply to the diversified occupations program and many of the forms are also applicable to this type program. Persons interested in organizing this type program should contact the Director of Diversified Occupations, State Department of Education, Division of Vocational Education.

What is Cooperative Occupational Education?

Cooperative occupational education refers to a system whereby students receive their occupational experience under actual on-the-job situations in cooperation with an employer. The program is cooperative in nature, since the employer recognizes his role in making the experience educational. It is his responsibility to help provide experiences and on-the-job instruction directly related to the occupation for which the student is being prepared. In most cases, students spend part of the regular school day working in the "training station". The remainder of the school day is spent completing the requirements for graduation and attending the vocational agriculture class where instruction related to the occupation is provided.

Cooperative occupational education differs from the mere employment of students in that this program is planned and coordinated so that students receive related instruction at the school, and on-the-job supervision and instruction at the "training station". The vocational agriculture teacher-coordinator has the responsibility for providing the classroom instruction and coordinating the program. The student, employer, and parents also have specific responsibilities to insure that the occupational education program is truly educational in nature and will lead to the gainful employment of the student.

An ideal way to attain job competency is by supplementing classroom and laboratory experience and instruction at the school with the learning opportunities of an actual job. Cooperative occupational education not only gives students an opportunity to learn by doing, but it also makes learning a pleasant experience. Many of the problems encountered on the job becomes the basis for classroom and discussion and study. It enables students to develop personal initiative, responsibility, and confidence. As they work in realistic situations they more readily recognize the importance of developing desirable attitudes and skills necessary to become successfully employed.

Once employers in agricultural business and industry are familiar with the program, they generally are eager to cooperate with the school to prepare students for their life work. While cooperative occupational education has been utilized to some extent in the past, more schools should consider the possibility of utilizing this method to provide occupational experience in off-farm agricultural occupations.

Definition of Terms

It is recognized that there are a variety of terms in use throughout the country to identify and describe the different phases of a cooperative occupational education program. No doubt different terms are used in the various states, and therefore, the following definitions are presented to help clarify the terms used in this publication.

Off-Farm Agricultural Occupation is an occupation in which the worker needs competency in one or more of the primary areas of plant science, animal science, soil science, agricultural mechanics, agricultural business, and management.

Agricultural Competencies are knowledges and skills of basic production agriculture (crop production, animal science, farm mechanics, soil science and agricultural business and management) which are required by a person employed in an off-farm agricultural occupation.

Area Schools are junior and community colleges, vocational schools, technical institutes, and branches of universities serving areas usually larger than local school districts.

Completion certificate is a certificate stating that a student has satisfactorily completed one or two years of cooperative occupational education.

Advisory Committee is a group of persons, usually outside the education profession, appointed by the school board for the purpose of offering counsel to the school regarding the vocational program, with particular attention toward keeping the program practical and attuned to community needs. Members are representatives of the local community who are interested in the activities with which the program is concerned.

Competencies are knowledge and skills which are required by a person in order to become employed in a particular occupation and advance in that occupation.

Cooperative Occupational Education is a program to provide supervised training for gainful employment in agricultural occupations. The program is accomplished by establishing a cooperative arrangement between the school and the agricultural businesses or industries in the community.

Follow-up Study is a survey to determine what occupations the graduates of agricultural occupations courses enter and how effective their training was in relationship to actual needs of the job.

General Related Instruction is classroom instruction which covers basic information common to all students in the class. This includes such areas as interviewing, applying for a job, employer-employee relations, co-worker relations, social security, taxes and insurance.

Hazardous Occupation is an occupation, designated by the Secretary of Labor, which is considered dangerous and injurious to the health and well-being of minors up to 18 years of age.

Recognition Certificate is a certificate presented to employers or persons designated by him to recognize their part in the training program by serving as on-the-job instructors.

Specific Related Instruction is classroom and laboratory instruction designed to increase knowledge and understanding, to enable a student to solve technical and theoretical problems directly related to the occupation in which the student is employed.

Steering Committee is a temporary advisory committee composed of 18-25 members. This committee is set up primarily to assist in making the decision as to whether or not a cooperative program should be offered in the community, or to assist in the early planning stages.

Student Information Sheet is a form kept by the teacher-coordinator listing specific information concerning each student enrolled in cooperative occupational experience.

Student-Learner is a student enrolled in a vocational cooperative occupational education program.

Student-Learner Certificate is a certificate which will enable students enrolled for cooperative occupational education to be exempt from certain provisions of the Fair Labor Standards Act. The student must meet certain requirements before being eligible for the certificate.

Study Guide is a guide designed to enable students to study the related instructional material on an individual basis. Each study guide should correspond to the individual training plan of the student for a specific occupation.

Teacher-Coordinator is the vocational agriculture instructor who has the responsibility for teaching the related instruction and for coordinating the cooperative occupational education program.

Supervised Experience Agreement is a document listing the terms of employment of a trainee in an approved Training Station. This is sometimes called a "training memorandum" or "memorandum of agreement."

Training Plan refers to a listing of the activities in which the student will be engaged at the training station. In addition, there appears a listing of the information that should be taught in the related instruction class.

Training Station is the agriculture business or firm in which the student will work while participating in the cooperative occupational education program. This sometimes is referred to as a "training center".

Work Permit refers to a certificate generally issued by the local school which certifies the age of students who desire employment while enrolled in school. It is sometimes referred to as an "age certificate".

Questions to Consider before Adopting Cooperative Occupational Education

Cooperative occupational education programs can be successful only when certain basic conditions exist in the school and community. If these conditions are not present when the program is organized, there must be positive assurance that they will be attained within a reasonable amount of time.

Since determining these factors requires considerable study and appraisal of the local school and community conditions, it is suggested that the vocational agriculture teacher-coordinator and school administrators begin evaluating the strengths and weaknesses of the situation long before the final decision is made to utilize cooperative occupational education. An initial step in this stage of planning is to organize a steering committee. The use of a steering committee is further outlined later in this section.

Some basic questions to consider are:

1. Does the philosophy of the school recognize the value of cooperative occupational education?

   Not only the school administrator but the entire school staff should understand and appreciate the values to be derived from cooperative occupational education. Often certain administrative personnel and faculty members believe cooperative education tends to disrupt school activities which to them seem more valuable. In most cases this is due to a failure to inform these persons of the values and objectives of the program. If the teacher-coordinator with the help of the local administrator develops with the entire staff a positive working philosophy toward cooperative occupational education at the time the program is being initiated, one of the most disturbing obstacles to the success of the program will be eliminated.

2. Will there be a sufficient number of interested students to utilize cooperative occupational education?

   Although cooperative occupational education is adaptable to a smaller number of students than would be enrolled in a normal class, there should be a sufficient number of students to justify the time and effort needed to plan and conduct properly this phase of the program. In some smaller schools, it is conceivable that a program would be initiated with only five students. However, most schools should have a potential enrollment of 12 to 15 students to be placed in cooperative occupational education before the final decision to provide this type of occupational experience is made.

3. Is the community suited to a program of this type?

   Much of the success of this type of program hinges on the quality of educational experiences given at the training station. The following questions should be answered relative to the community?

   a. Does the community have a sufficient number of agricultural businesses or firms that can provide training stations?

b. Can the potential employers be interested in the program and persuaded to give it adequate support?

c. Are the conditions at available training stations such that the students can be employed throughout the year or of sufficient duration of time to obtain experience in all phases of the business.

d. Will the available training stations provide the students with the occupational experience that is closely related to the instruction provided at school?

Cooperative occupational education can function successfully in schools located in small communities, but the task of locating desirable training stations is much easier if the population center where the school is located is at least 2,500. It must be realized that many of the students will not be permanently employed in the local community, so the lack of opportunities for permanent employment in the immediate community should not be considered detrimental.

Objectives and Advantages of Cooperative Occupational Education

Before considering the utilization of cooperative occupational education, all persons involved with this phase of the program should become familiar with its objectives. Some suggested objectives are:

1. To prepare students for gainful employment in an occupation which is of interest to them.
    a. To help students select an entry occupation based on exploration and analysis of interests, aptitudes and past experiences.
    b. To select and provide instruction in the competencies (knowledges and skills) indicated by the occupational analysis;
        (1) Through occupational experience at the training stations.
        (2) Through specific related instruction in the classroom, shop or laboratory.
    c. To help students explore career opportunities and further educational needs.
2. To help students develop personal and social qualities which enable them to make satisfying personal and occupational adjustments.
3. To help students develop an appreciation and understanding of the social and economic aspects of work, employment and productivity and their relationship to the individual's occupational, personal and social welfare.

The above objectives indicate some of the many advantages to students through a cooperative occupational education program. The program also benefits employers in that they have the opportunity to share in the educational growth of the students. An employer has the opportunity to discover promising candidates for permanent positions and to enjoy the advantage of a better trained worker. Some employers will permanently employ students after graduation if it means closing a training station. This is important when training stations are limited in number.

Other inherent values in cooperative occupational education benefit the school. For instance, the facilities and counsel of the agricultural businesses and firms are placed at its disposal and the program provides an opportunity to develop mutual understandings and improved relations.

The vocational agriculture teacher-coordinator also profits from a program of this type. As he supervises the students placed in the various agricultural businesses or firms, he sees and learns new techniques and procedures as they are introduced. As he evaluates the abilities and shortcomings of the students in his classes, he can adjust the course content and teaching procedures to keep up to date with the newly developed procedures.

Steps in Initiating Cooperative Occupational Education

The following steps are suggested as an orderly means of inaugurating a program of cooperative occupational experience. It is recognized that conditions will vary in each location and that it may be desirable in some communities to follow a different sequence than is suggested. Only under unusual conditions, however, should any one of the steps be eliminated.

1. The vocational agriculture instructor and appropriate school administrators (including the superintendent) should discuss the program and agree on the organizational procedures which should be carried out. This step might include organizing a steering committee. The procedures for organizing and using a steering committee may be found on the next page.

2. A local survey should be made to determine the number and kinds of agricultural businesses or firms that are in the community.

3. The vocational agriculture instructor should make a preliminary survey of the high school student body to determine the number of prospective students.

4. The state vocational agriculture division or state vocational needs analyst should be contacted for any assistance they may be able to offer.

5. Advisory committee should be appointed.

6. The program should be promoted.

7. The school should develop and adopt a policy statement to serve as an operational guide for the administration of the program.

8. Arrangements for the necessary facilities and equipment should be made.

9. Students should be selected.

10. Training stations should be selected.

11. Students should be placed in training stations.

12. The training plan and agreement should be developed.

13. The necessary forms and certificates should be completed.

14. Arrangements should be made with the school administration concerning class schedules, travel allowance, instructional materials and other factors so that an adequate job of coordination can be accomplished.

15. The necessary records and reports should be maintained.

16. Students should be "followed-up" upon graduation.

17. The program should be evaluated.

Using a Steering Committee [1]

A steering committee is organized in an attempt to gain advice from interested persons in the local community. This committee is temporary in nature and its primary purpose is to advise whether or not a cooperative occupational education program should be part of the local school curriculum. If a steering committee is properly organized and acquainted with their function, they will be able to seek out answers to the questions proposed earlier in this section. It is through the use of this committee that the school administrators can readily determine the need for a cooperative occupational education program.

A steering committee can be effectively utilized if a school is going to expand its present vocational agriculture curriculum or if a new program of vocational agriculture is proposed. If the school already has a vocational agriculture program, the present teacher of vocational agriculture can help organize this steering committee, since he will probably serve as the teacher-coordinator of this program. However, if a new teacher-coordinator is to be employed by the school, the steering committee will have all of the preliminary work done before the school hires a new teacher-coordinator.

The steering committee should be appointed by the superintendent of schools by a letter of invitation. Most steering committees have a membership of from 18 to 25 persons. The following list of persons might be considered for membership:

From education:
- Superintendent
- Director of Vocational Education
- High School Principal
- Guidance Counselor
- Student Council Representative
- Business Education
- Industrial Education

---

[1] Ralph E. Mason, Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Illinois: The Interstate Publishers and Printers, Inc.) (P. 162-163).

From business:	Owners, Manager, Personnel Directors and Contractors from Agricultural, Industrial and Distributive Businesses and Offices Civic Club Members Professional Association Members Chamber of Commerce Members State Employment Service Representative Farmers
From labor:	Organized Labor High School Graduate Working in Business or Industry
From the news media:	Newspaper Reporters Radio, TV Reporters
Parents:	PTA Members or Similar Representatives

Organized groups will appreciate suggestions from the superintendent of schools as to the names of delegates and alternates from their memberships who might be invited to participate in the steering committee activities.

The steering committee's first meeting can be planned very well around an orientation of the members to the objectives or purposes of a cooperative program and how it operates. Resource persons from the State Department of Vocational Education and teacher-education institutions should be called in. The resource persons will make a presentation to familiarize the steering committee members with the objectives of a cooperative occupational education program. Committee members should then be instructed to take this information to the organizations they represent, gather their reactions to the program, and be prepared to come back to a second steering committee meeting to assist in deciding "yes" or "no" about organizing a program in the local schools. Working committees may be appointed to gather various types of information before this second meeting through surveys and other research.

Once it is decided to add a cooperative occupational education program, the steering committee has fulfilled its primary objective. However, after a teacher-coordinator is hired, he may find it advisable to continue with the steering committee temporarily until a permanent advisory committee is appointed. Since the steering committee is well versed on the objectives, purposes, and operation of a cooperative occupational education program, it is advisable to select an advisory committee from the members of the steering committee.

DEVELOPING LOCAL POLICIES CONCERNING OCCUPATIONAL EDUCATION

A written local policy statement should be developed to help in administering the off-farm agricultural occupational education phase of the vocational agriculture program. Many existing programs have some type of written policy concerning the total program, but the specific policies dealing with occupational experience, particularly those in off-farm agricultural occupations, are quite limited. This section is to serve as a guide for local teachers and administrators in the development of policies and procedures concerning cooperative occupational education in off-farm agricultural occupations. It should be understood that these policies are a part of those governing the total vocational agriculture programs, which in turn is a part of the total school policy.

Need and Value of Local Policies

Past experiences have shown that the time and effort spent in the development of local policies pay big dividends. Some of the specific advantages of a written local policy statement are:

1. It maintains operational stability--policy does not change when there is an administrative or board membership change.
2. It provides a sense of security to all those involved in the program.
3. It provides for more efficient use of time, money, and effort in the administration of the program.
4. It facilitates decision-making.
5. It minimizes inconsistency in decisions by different administrative agents on similar problems.
6. It provides a basis for evaluation.
7. Makes known the intent of the school board toward the program.

The following points should be kept in mind when developing local policies for cooperative occupational education in off-farm agricultural occupations:

1. Policies should meet the minimum standards specified in the state plan and guidelines for vocational education. (This applies to such areas as length of classroom instruction, length of training period, size of classes, etc.)
2. Policies should be in compliance with existing school policies.
3. Policies should comply with local, state, and federal labor regulations. (This is of extreme importance concerning working hours, age of students, wages, standards of supervision, and provisions for student safety and liability.)
4. Policies should be developed cooperatively by the teacher, administrator and school board.

5. Final approval of all policies must be made by the Board of Education. Make sure there is written evidence of the official board action (board minutes, special resolutions, etc.)

6. Copies of the approved policies should be made available to those affected by the program.

What to Include

One characteristic of local policy statement is that it considers local conditions and needs. For this reason, it is impossible to list all areas that should be included in all local policy statements. However, there are certain items that apply to most of the programs providing cooperative occupational education in off-farm agricultural occupations. The items discussed below are common to most vocational agriculture programs providing this experience. This list is not meant to imply that all schools should develop policies for each item, but rather it is intended to serve as a guide for the local teacher and administrator in developing policies and procedures. It is also quite possible that policies will need to be developed in areas not presented here. It must be remembered that many of the policies and procedures developed for cooperative occupational education will be determined by the state guidelines for vocational education. The teacher-coordinator and administration should become familiar with the state guidelines before policies or procedures for the operation of a local program are developed.

The following items should be considered when developing local policies or procedures:

Time Provided for On-The-Job Instruction: Policies and procedures in this area deal with the amount of school time provided for on-the-job instruction and the total number of hours per week students spend on the training stations. Students employed in occupations governed by the U. S. Fair Labor Standards Act may spend as many hours at the training station as approved, providing these hours, plus the hours spent in regular classes in school do not exceed 40 hours per week. Students employed in occupations which do not fall under the jurisdiction of the U. S. Fair Labor Standards Act are under the jurisdiction of state and local labor laws. If these state and local laws are stricter, they take precedence over the Fair Labor Standards Act.

If possible, some amount of school time should be provided for on-the-job instruction at the training station. The amount of time provided will vary with the situation. If adequate experience can be gained after school hours and during the summer, no school time needs to be provided. However, it appears for most occupations, some amount of regular school time (generally one to three hours) should be available. Students should receive school credit for the educational benefits of on-the-job training.

Age of Students Enrolled: Since most students will be employed in occupations with established minimum age limits, definite policies and procedures concerning the age limit of students to be enrolled should be developed. In most states, the legal employment age is 16, and most schools set this as a minimum age. Certain jobs directly related to farm work have lower limits in most states, and in some cases exceptions are made in farm related occupations.

Selected Standards for Students: Careful selection of students is a must because of the specialized nature of the instruction, and the direct involvement of the school, represented by the student, with the community, represented by the employer. Employers desire students with certain knowledges and skills. Unless the student interested in preparing for an occupation has the ability and aptitude for it, the time of the teacher, employer, and student will be wasted. Policies and procedures dealing with qualifications of students and selection procedures are essential.

Student Wages: Experience has shown that students should be paid for their work on the job at about the same rate as other employees of the same age and/or experience. Many students will be working in occupations governed by minimum wage laws, however, local policies should be developed to insure that all students enrolled in the program will be compensated for their work.

Length of Training Period: The total hours spent on the job and the length of the training period needed will vary considerably with the type of occupation. Some occupations may require 12 to 18 months of on-the-job experience totaling well over 1,000 hours, while others may develop the needed proficiency in three months time with under 500 hours of actual on-the-job experience. Local policies should reflect the standards needed to adequately prepare students in the occupations for which training is provided.

Responsibility for Student Safety and Liability: Students enrolled in cooperative occupational education programs are involved in experiences and activities not generally associated with regular high school students. For this reason, definite policies should be developed spelling out specific responsibilities and liabilities of all those involved for items such as travel to the training station, and working after school hours.

Student Training Plans: The value of written training plans for each student is quite apparent. Written policies or procedures should be developed to guide the development of these plans in regard to, when to develop, what to include, and who shall receive them.

Length of Classroom Instruction Periods: The policies or procedures should reflect the standards required to adequately offer the related instruction necessary to progress in the occupations for which training is offered.

Content of Related Classroom Instruction: Policies and procedures developed in this area should deal with the methods to be used to insure that both instruction basic to all students, and specific instruction applicable to the individual student's job is provided.

Minimum and Maximum Size of Classes: The type of instruction offered in courses providing training in off-farm agricultural occupations differs from that provided in regular academic classes. Therefore, local policies should be developed which take the special nature of this type of instruction into account. As a rule, classes should be smaller than the normal academic class. Most teachers prefer a maximum of 15, or in some cases 20 students per class. The minimum class load will normally be governed by existing school policy and the minimum class load eligible for reimbursement.

Facilities and Instructional Materials: Policies and procedures should be developed to insure that the classroom facilities and instructional materials provided are adequate to meet the needs of the program. This would include provisions for items such as satisfactory classroom, office, conference room, budget for classroom equipment, and reference books and material. In some cases, policies and procedures can be developed concerning the use of materials and equipment to be furnished by the training stations where students are employed.

Supervision by Employers: The employer plays a definite role in the education of the student. Policies and procedures should be developed that will specify the type of person responsible for on-the-job training, type of instruction to be offered by employers, method of offering instruction, and responsibility for rating students.

Supervision by Teachers: These policies and procedures should reflect the responsibility of the vocational agriculture teacher in regard to his role in supervising the student while at the training station. Items such as time of visits, and working with the employer should be included.

Time and Travel Allowances for the Teacher: Considerable travel on the part of the teacher is necessary to supervise and coordinate the program adequately. In most cases, this will necessitate the arrangement of the teacher's schedule to provide school time for on-the-job supervision and coordination. Policies and procedures should be developed which make provisions for the time the teacher will have available for supervision and coordination, and also the means by which the teacher will be reimbursed for his travel expenses.

Administrative Relationships

To aid in the administration of the program and to enable the teacher to function in the proper administrative framework, policies and procedures should be developed that specify the relationships and responsibilities of those involved. These policies should enable anyone from the superintendent of schools to on-the-job instructors at the training station to determine relationships to other staff and administrative members.

Financing the Program

Policies and procedures in financing should reflect the intent of the school to provide adequate financial support to the program. This would include provisions for yearly expenditures for books and references, equipment, supplies, teachers' travel, and miscellaneous costs associated with the program.

Organizing and Using an Advisory Committee

The value of an advisory committee is well known. Local policies and procedures should be developed which make provisions for organizing and utilizing such a committee. Items such as selection of members, term of appointment, number of meetings, relation to other committees of the school and areas of responsibility may be included.

Others

Policies and procedures in other areas such as conducting community surveys, promotional activities, selection of training stations, assignment of students to training stations, student evaluation, records and reports, student follow-up and program evaluation should also be established. An indication of the nature of the policies and procedures that may be developed in these areas can be gained from reviewing the sample policy statement located in Appendix A, p. 122 and by referring to the specific sections on each of these items found elsewhere in this publication.

UTILIZING AN ADVISORY COMMITTEE

A local advisory committee can be of much assistance in planning and conducting a cooperative occupational education program in off-farm agricultural occupations. Few vocational agriculture teachers have the background to conduct an effective training program without the knowledge and assistance that is available from personnel directly associated with these agricultural occupations. Activities may be coordinated effectively through an advisory committee which provides a vital link between the school and the community.

Purposes of an Advisory Committee

In every community, the needs and objectives of the vocational agriculture program will vary. It is the main purpose of an advisory committee to assist the vocational agriculture teacher-coordinator in developing a program that will meet local needs. More specific purposes are:

1. To provide a link between the school and community.

2. To give prestige to the school, community, and vocational program.

3. To give the school an opportunity to explain the objectives of the educational program.

4. To bring about a close relationship between management and labor.

5. To provide an opportunity to study the educational needs in the community.

6. To provide a sounding-board for new policies and procedures.

7. To help gain support for the program.

Organizing an Advisory Committee

In schools where an agricultural advisory committee is already established, the existing committee may be utilized to work with the off-farm occupational education phase of the program. A special committee may need to be appointed with responsibility in this area.

Schools with no existing advisory committee should organize a steering committee to help study the feasibility of offering education in off-farm agricultural occupations. This steering committee will serve until a permanent advisory committee can be appointed.

The following discussion is presented as suggestions to follow in organizing a new advisory committee or reorganizing existing committees so they may be of utmost value in giving guidance and direction to the off-farm cooperative occupational education phase of the program. Further information concerning the use of advisory committees can be obtained by referring to the publication entitled Policy and Administrative Decisions in Introducing Vocational and Technical Education In Agriculture for Off-Farm Occupations which is available from The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Policy Authorizing Committee

The first step in organizing advisory committees is the adoption by the school board of the policies under which the committee will be set up and operated. Later rules should be adopted by the committee for carrying on its work consistent with board policies.

Qualification of Members

1. Members should be well-known leaders in their particular businesses.
2. They should be genuinely interested in the problems of the school system.
3. They should be representative of management, labor, agriculture, and the general public.
4. They should have the necessary time to devote to committee work.
5. They should possess desirable personal characteristics such as integrity, responsibility, mature thought and action, open-mindedness and constructive attitude.

Size of Committee

A good working committee should consist of approximately six to twelve members.

Appointment of Members

Recommendations for membership to the committee should be made by a selection committee which is thoroughly acquainted with the work the advisory committee would do. This committee should consider the above mentioned qualifications and/or other criteria specified by the school board. The approval of committee members should be made by the school board. After the superintendent has informed members of this appointment, the teacher-coordinator should visit them and explain the purpose of the committee and inform them of the date of the first meeting.

Term of Appointment

Members should be appointed for a definite term (usually from one to three years.) It is advantageous to stagger the terms of appointment so that there is always an experienced member on the committee. This also has the distinct advantage of bringing in new members with new ideas and enthusiasm into the committee each year. When the committee is first organized, one-third of the members can be appointed for one year, one-third for two years, and one-third for a full three-year term. A very successful way to determine the length of appointment is to hold a drawing for the various terms after the members have been determined and before their appointment is made. Many boards adopt policies to provide that members cannot be reappointed until after a years absence from the committee.

Working with Advisory Committees

In working with advisory committees, it is necessary to keep certain guiding principles and methods in mind for a successful committee. Some of these are:

1. The members serve on a voluntary basis; therefore, they should not be expected to carry out long, detailed work assignments.
2. School officials should acquaint committee members with the total offerings of the school.
3. Informational material should be put into the hands of committee members. This material should include pertinent releases and publications of the local board of education, state department of education and the U. S. Office of Education.
4. Meetings should be scheduled regularly. Most successful committees meet monthly. Some committees adopt a policy whereby at the request of school authorities, chairman of the committee, or any three members of the committee, special meetings may be called.
5. If possible, committee meetings should be conducted in the same building in which the training program is held.
6. The director of the vocational division of the local school system should be in attendance at all the meetings possible for him to attend.
7. The vocational agriculture teacher-coordinator should be present at all meetings.
8. Complete information on the financing of the vocational agriculture program should be given to all members.
9. All members should be advised on existing and pending vocational legislation.
10. Copies of minutes of meetings should be given to all committee members. School officials should have a complete file of the minutes of committee meetings.
11. All members should understand that they are serving in an advisory capacity and have no policy-making authority. They may recommend policy but never make a policy.

The skill with which the organization and work of the advisory committee is managed by local school authorities will, in a large measure, determine the benefits that may be derived from it. In this connection, it may be well to keep in mind possible pitfalls that may be encountered.

School authorities should not:

1. Become members of the committee as they are the recipients of the committee's counsel.

2. Permit the committee to become administrative in its functions.
3. Conceal facts pertaining to a program from the members.
4. Enter into labor-management controversies.
5. Fail to keep a copy of the minutes of each meeting on file.
6. Take action within the realm of the committee's advisory function without first consulting with the committee.
7. Fail to recognize publicly the value of the advisory committee through news releases and other means.
8. Permit the committee to function outside the policies for its operation developed by the school board.

Committee meetings

Advisory committees organized for the first time will normally meet several times during the first year. This will be determined by the regular meeting schedule and the need for special meetings. The committee should never be called together unless there is a definite purpose that justifies the meeting.

It is important that the committee meetings be well organized and conducted in a business-like fashion. The local vocational agriculture teacher-coordinator should record items to be included on the agenda as they become apparent during the performance of his regular duties between committee meetings. Committee members may also wish to suggest items to be discussed at regular or special meetings.

The vocational agriculture teacher-coordinator should take the initiative in planning the agenda for the first meeting. Below is a sample of an agenda for the first meeting.

1. Introduction of all members.
2. Appointment of a temporary chairman.
3. Election of a permanent chairman (never the vocational agriculture teacher-coordinator).
4. Election of a secretary. (The local vocational agriculture teacher-coordinator may serve in this capacity.)
5. Explanation of the program and the need for an advisory committee.
6. Functions of the committee.
7. Responsibilities of the committee.
8. Terms of appointment.
9. Selection of time and place of meetings.

10. Other business.

11. Adjournment.

12. Refreshments.

Other meetings should also have a planned agenda. A written announcement listing the main items to be taken up at the next meeting should be sent to each member one week before the meeting date. This will enable members to be prepared to discuss the items on the agenda. It will also help insure good attendance. Regardless of whether this method is used or not, all members should be notified of committee meetings one week in advance. A telephone call on the day of the meeting would also be beneficial.

In determining the items that should be included on an advisory committee's agenda, the following tests should be met:

1. Is this a real problem?
2. Is this a problem which the school earnestly desires to solve?
3. Will the school use the committee's recommendations?
4. Is this question one in which the committee is interested or one in which it can become interested?
5. Is the committee competent to discuss and make recommendations on this type of problem?
6. Do members have sufficient knowledge of facts and background information to make worthwhile suggestions?

Duties and Functions of the Committee

The following list indicates some of the areas in which an advisory committee may be of help in planning and conducting cooperative occupational education in off-farm agricultural occupations:

1. Locating training stations
2. Determining course content
3. Determining community situations and needs
4. Publicizing and promoting the program
5. Evaluation of the program
6. Developing employment opportunities
7. Providing guidance in wage and hour problems
8. Setting standards for student selection
9. Selection of classroom equipment

10. Setting local training standards

11. Selecting and developing instructional materials

12. Conducting a community business survey

13. Securing resource personnel for classroom instruction

14. Assist in adapting the program to new and changing conditions

CONDUCTING A COMMUNITY SURVEY

A survey of the agricultural businesses in the community is of prime importance in establishing an effective cooperative occupational education program. This survey will determine the number and the nature of the training stations available which is one of the most important criteria in determining whether to provide this type of occupational education.

There are many sources of information which are available to assist a local community in determining vocational needs and when planning a curriculum for vocational education programs. There are agencies which will provide resource personnel to assist in conducting a community survey.

Each of the departments of the State Department of Education, Division of Vocational Education will provide assistance to a local school board in outlining a program in their particular area. The Department of Vocational Agriculture will provide assistance in organizing an off-farm agricultural occupations program. In the area of Diversified Occupations, the Director of Diversified Occupations should be contacted to aid in organizing a D. O. program. The Vocational Needs Analyst, State Department of Education, Division of Vocational Education, is also available to assist a local school and community in conducting a survey to determine vocational needs for that community. A survey of this type will lay the groundwork for curriculum planners in determining what vocational education should be offered by that particular school.

The Research Coordinating Unit at the Department of Agricultural Education, College of Agriculture is also available to provide assistance to local schools for the purpose of determining vocational needs. This agency is primarily concerned with helping outline procedures for conducting surveys.

The State Department of Labor has conducted many area, state and local skill surveys. These surveys provide much of the necessary information on employment and employment opportunities.

Most vocational agriculture instructors located in small communities can compile a list of the agricultural businesses or firms; however, in larger communities, it would be impossible to list all of them without assistance. There are numerous ways to get assistance in locating these businesses or firms. Most of them will be listed in the yellow pages of the telephone book. A directory to the yellow page titles relating to agriculture is found below. Other sources such as the Census of Businesses, the local chamber of commerce, local labor office, civic clubs, and other professional organizations can be a valuable aid in completing the list.

Telephone Directory Yellow Page Titles Relating to Agriculture

- Accountants
- Adjusters
- Advertising Agencies
- Agricultural Chemicals
- Ammonia
- Appraisers
- Artificial Insemination
- Associations
- Auctioning
- Bacteriologists
- Banks
- Beans
- Beef
- Bees
- Blacksmiths
- Bookkeeping Service

Telephone Directory Yellow Page Titles Relating to Agriculture (cont'd)

Canners
Certified Seed
Cooperatives
Custom work
Dairies
DHIA Testing
Eggs
Electric Light and Power
Engineers (soil)
Farm Equipment
Farm Managers
Feed
Fertilizers
Florists
Flour Mills
Food Processing
Forest Products
Frozen Foods
Fruit
Garden Equipment
Gardeners
Golf Courses
Government
Grain
Hatcheries
Horses
Insecticides
Insurance--Agriculture
Irrigation Companies
Landscape Gardners and Contractors
Lawn Mowers
Livestock Breeders, Feeders, Hauling
Meat
Meat Packers
Milk
Milking Equipment and Supplies
Newspaper
Processing
Produce--Brokers, Shippers, Wholesale
Property Management
Publication, Research Supplies
Pumps
Radio
Real Estate
Railroads
Resorts
Schools
Sheep
Spraying Equipment and Supplies
Spraying Horticulture
Tillage
Tree Service
Turkeys
Vegetables
Veterinarians
Wool

The above list may not include all firms, businesses and companies in communities having positions in which employees need competencies in agriculture.

The Business Survey

Once a complete list is compiled, a more detailed picture of the business must be obtained. This will necessitate a survey of each business or firm to obtain detailed information about it. In some instances the local teacher will be familiar enough with the business or firm to provide the necessary information, but for the most part, it will require conducting a personal interview in each firm. Before this is done, the vocational agriculture teacher-coordinator should construct a form providing for the information needed. Following is a list of some of the more important items that may be included in a survey of an agricultural business or firm.

1. Willingness of firm to cooperate by providing training students.

2. Minimum wage available for student workers.

3. Existence of labor unions or company policies prohibiting the hiring of student workers.

4. Main function of the firm.
5. Total number of employees.
6. Classification of employees (professional, skilled, etc.)
7. Number of jobs available.
8. Number of new positions available five years from now.
9. Workmen's compensation and other benefits available to student workers.
10. Willingness of a representative of the firm to serve on an advisory committee.
11. Maximum wage student workers can receive.
12. Names of personnel capable of serving as on-the-job instructor.
13. Name of person to contact for future meetings.

Conducting Personal Interviews

If there are a number of agricultural firms or businesses in the community, it may be difficult for the vocational agriculture teacher-coordinator to conduct all the interviews without help from others. When several interviewers are working, it is important to eliminate differences in the results obtained by various persons. To a large extent, differences can be attributed to a lack of preparation by the interviewer as to the basic techniques and procedures of interviewing.

The points listed below are intended to serve as guides to prepare an individual for interviewing persons in managerial or personnel positions of firms, businesses, industries, agencies, or organizations employing agricultural workers:

1. The desired data necessary to complete survey forms can best be obtained from persons in a position to be thoroughly familiar with the characteristics and requirements of all positions. The interview should be obtained from a person in a managerial position. It is best to obtain an appointment in advance in order to interview the person who could provide the desired information.
2. The interview should begin by:
    a. Introduce yourself, briefly stating why you are there. Mention the school and other organizations that have approved the survey. Some coordinators have found a calling card is very beneficial. This puts your name before the person and helps you to become acquainted.

    b. Explain the purpose and objectives of the survey.

An example of an introductory statement is:

"I am___________________________________, teacher-coordinator of vocational agriculture at _______________High School. The local high school has plans for initiating a cooperative occupational education program in agricultural occupations. We feel a program like this will enable your firm to play a definite role in educating the boys and girls of our community and in return, will be of potential benefit to you. Before beginning this program we need to secure factual information from the people who may be directly involved in it."

c. Note about how much time you would like. If the size of the task later becomes more time-consuming, the person being interviewed will be acquainted with the task and in most cases in sympathy with the need for more time.

d. Give a general idea of what use will be made of the data collected. Develop a brief recognition of the need for vocational training of our youth. Try to develop a sympathetic attitude toward this survey effort.

3. An interview should be conducted in a location which is conducive to effective interviewing. An office away from distractions of the business is very desirable.

4. Rapport is essential for effective interviewing. Good interviewing relations exist when both the interviewer and the interviewee feel relaxed and at ease.

5. It is desirable to "keep out" of the interview as much as possible. It is natural to "want to help" in determining the response to some questions, but remember that the validity of the results depends on the information provided by the employers.

6. It is best to follow the interview form from top to bottom as closely as possible.

7. It will be necessary to define the meaning of some of the questions on the form, so it is imperative that you become thoroughly familiar with all points of the instrument. As the interview progresses, a description of the program can be presented.

8. Responses should be recorded as clearly and concisely as possible.

9. The interview should be terminated by thanking the interviewee for his time and information, assuring him of the usefulness of the date supplied.

Ask the interviewee for his cooperation at a future date if it should be necessary to get additional information.

The Survey Form

The form used by the interviewer should be designed to obtain all the information that is needed in the least possible time and with the least possible confusion. After the vocational agriculture teacher-coordinator has determined the information that should be gathered from the survey, he should construct a preliminary form. This form should be administered on a trial basis to determine if revisions need to be made before duplication in its final form.

A sample form for surveying the agricultural businesses in the community is found on the following pages. This form is designed to gather information not only about the local business, but is also designed to collect much of the necessary information about individual occupational classifications. Once the teacher-coordinator has this information, it greatly facilitates planning individualized instruction for the student interested in that occupation. Other forms designed for the same purpose are located in Appendices B, p. 136; C, p. 139; J, p. 157; and P, p. 165.

SURVEY OF JOB OPPORTUNITIES AND TRAINING POSSIBILITIES
FOR
COOPERATIVE OCCUPATIONAL EDUCATION

1. Name of firm____

2. Type of business____________________________________

3. Address______________________ Phone No.______________________

4. Owner or Manager____________________________________

5. Person interviewed______________________ Title______________

6. With reference to company policy, can this firm hire high school personnel?________ Do you have a minimum wage?____________ If yes, what?__________

7. Is there a labor union in the firm?________

8. Main function (s) of this firm:

Manufacturing__________________
Wholesale__________________
Processing__________________
Retail__________________
Service__________________
Other (Describe)__________________________

9.	Employment Information	Male	Female	Total
a.	How many full time workers were employed by your firm during the past year?	___	___	___
b.	How many terminations of employment among this group during the past year?	___	___	___
c.	How many part time workers were employed by your firm during the past year?	___	___	___
d.	How many terminations of employment among this group during the past year?	___	___	___

10. What were the reasons for termination of employment or employee dismissal?

____ ____ ____ ____

____ ____ ____ ____

____ ____ ____ ____

____ ____ ____ ____

____ ____ ____ ____

____ ____ ____ ____

11. List the different employee positions in your firm and the number of employees in each position:

	Job Classification	Male	Female	Total
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
(10)				

12. In which of the above positions would you employ beginning workers? Indicate by encircling the figure given above opposite the job classification.

13. Does your firm plan an expansion program within the next 5 years?

Yes________ No_________ If yes, what new jobs will be created?

	Male	Female	Total
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____

14. Would your firm cooperate as a training center for high school students?

Yes____ No______ If yes, what specific job(s)?

______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____
______________________________	____	____	____

15. *If you are asked, would you be willing, at some time,* to serve on an advisory committee for this program? Yes________ No________

INFORMATION ABOUT SPECIFIC JOBS

Name of Firm____________________ Address____________________

Job Title____________________ Male__________ Female__________

1. How many persons are usually employed by your firm to perform the work covered under the Job Title given above?

   (a) Full Time__________ (b) Part Time__________

2. How many new employees are now needed by you for this kind of work?__________

3. How many will be needed by you:

   (a) Within six months?__________ (b) Within a year?__________

4. What are the minimum education requirements for employment on this job? Check one:

   (a) Completion of eighth grade____
   (b) Some high school work ____
   (c) High school graduation ____
   (d) Some post-high school ____
   (e) Graduation from college____
   (f) No specific requirements____
   (g) Other (Please specify)
   ____

5. Would a background in agriculture be required for this job?
   Yes__________ No__________

6. If a background in agriculture is not required for this job, would a knowledge of agriculture be desirable?
   Yes__________ No__________

7. If a knowledge or background in agriculture is required, or desirable, would you recommend that the student take vocational agriculture in high school?
   Yes__________ No__________

8. What are the specific duties expected of a worker in this job classification?

   ____

   ____

9. What specific level of skill do you expect of a beginning worker at this job?

   ____

10. What is your preference as to the sex of the applicant for this job?

Male________ Female________ No Preference__________

11. What are the age limits for this kind of a job?

Minimum_________ Maximum_________ No age limit_________

12. What experience do you require for this job? None_________

Six Months_________ Year_________ Other (Specify)_________

13. What are the usual procedures used by you in screening applicants for this job?

____

____

14. What is the beginning salary for this kind of job?___________________

15. How long does the employee usually stay at this salary?_____________

16. If there is a plan for automatic salary increases, please describe it briefly.

____

____

17. What are the usual working hours for this job?

_____hours/day from ______to______ Hours/week____________

18. What promotional opportunities are there for a worker in this job?

____

____

19. In what respects do you find beginning workers at this kind of job lacking in skill preparation?

____

____

20. Other comments:

____

____

21. Check the activities or duties of this job from the following list.

____Adjusting
____Appraising the Work of Others
____Assembling
____Building
____Buying
____Calibrating
____Consultation
____Decision Making
____Designing
____Filing, Inventorying
____Handling Employees
____Handling Money
____Inducting New Personnel
____Inspecting
____Installing
____Keeping Records and Accounts
____Maintenance
____Making Speeches
____Meeting Farm People
____Meeting Non-Farm People
____Mixing
____Operating (Tools, Equip., Bus. Machines)
____Planning Production and Services
____Policymaking
____Promoting
____Remodeling
____Repairing
____Research and Testing
____Selling
____Service
____Sketching and Drawing
____Supervising
____Taking Dictation
____Training Others
____Typing
____Using Technical and Service Manual
____Writing Articles
____Writing and Reading Tech. Reports
____Other (Specify)

____ ______________________________

____ ______________________________

____ ______________________________

22. Check the areas in which there is a need for knowledge and/or skill to perform this job. Check whether these should be learned in the classroom or on-the-job.

Job	Class	
		Accounting
		Advanced Mathematics
		Advertising
		Agricultural Economics
		Animal Disease
		Animal Nutrition
		Architecture
		Auto Body
		Bookkeeping
		Business Machines
		Business Management
		Business Principles (Law)
		Buying or Purchasing Principles
		Carpentry
		Chemistry
		Child Care
		Child Development
		Clothing Construction
		Control Credit
		Control Purchases

Job	Class	
		Credit
		Crops and Plants
		Dairy
		Deliver Merchandise
		Display
		Drawing, Sketching, Drafting
		Economics
		Electricity
		Electronics
		Farm Buildings
		Farm Conveniences
		Farm Machinery
		Feeds
		Fertilizers
		Filing
		First Aid
		Flower and Flower Care
		Food Preparation
		Food Processing (Not Meat)
		Food Selection

Job	Class	
		Foreign Language
		Forestry
		General Agriculture
		Grain Grading
		Grasses
		Grooming and Personal Care
		Handling Money
		Heating
		Home Furnishings
		Home Management
		Hydraulics
		Induct New Employees
		Insect and Pest Control
		Inspect and Wrap Merchandise
		Insurance
		Inventorying
		Investments
		Knowledge of Basic Human Needs
		Laundry Methods
		Law
		Livestock
		Make Merchandise Service Adjustment
		Make Preparation
		Marketing
		Measurements
		Meat Processing
		Mechanics (Auto)
		Mechanics (Tractor)
		Menu Planning
		Merchandising
		Nutrition
		Office Procedures
		Painting

Job	Class	
		Personnel Training
		Plant Diseases
		Poultry
		Pricing
		Quantity Cooking
		Real Estate
		Receptionist
		Recreation
		Research
		Salesmanship
		Secretarial Practice
		Service Customer by Phone or Mail
		Shorthand
		Shrubs and Trees
		Simplified Nursing Principles
		Social Standards
		Soil and Water Management
		Soils
		Sound and Light
		Spray Painting
		Stain and Paint Removal
		Stock Keeping
		Supervision
		Table Service
		Taxes
		Textiles
		Tractor and Other Power
		Transportation
		Turf Management
		Typing
		Wardrobe Planning
		Weed Control
		Welding

PROMOTING COOPERATIVE OCCUPATIONAL EDUCATION IN AGRICULTURAL OCCUPATIONS

Informing the public regarding cooperative occupational education in agriculture is as much a part of the teacher-coordinator's job as selecting training stations, counseling with students, and classroom teaching. Well-planned promotional activities increases interest and secures the cooperation of students and the public in helping make the program a success.

Advertising and promoting the program is the first phase the vocational agriculture teacher-coordinator will handle. School personnel, students, parents, and businessmen must understand the objectives, advantages and operation of the program. The vocational agriculture teacher-coordinator is the logical person to supply this information. After the program is in operation, he should also keep the public informed to keep their interest and cooperation at a maximum level.

In order to reach the maximum number of people, it is recommended that the vocational agriculture teacher-coordinator use all the news media available. These can include radio, television, newspaper, school publications, personal letters, assembly programs, talks, speeches, exhibits, banquets, and other media.

Newspaper, Radio, and Television

All teacher-coordinators should use the newspaper, radio, and television stations, serving their areas. Several times during the year the teacher-coordinator should release announcements, news items, and interest stories about the program. In some cases, the copy will have to be prepared by the vocational agriculture teacher-coordinator. After the copy has been prepared, it should be shown to the proper administrative personnel for approval. The following are suggestions for the teacher-coordinator in preparing copy:

1. There are two types of articles: news stories and feature stories; the feature story differs from the news story in that it usually emphasizes the "human interest" element. Both types of articles are necessary to properly inform the public of school activities.

2. Both types of stories on vocational programs should be factual. Let the facts speak for themselves. The writer should never attempt to "color" the story by injecting his own opinions.

3. If the teacher-coordinator feels that an article requires a certain amount of "editorializing", he should make sure that the comments come from some person of authority other than himself, and he should use "quotes" in all cases.

   For example, the following statement in a newspaper article has far more weight than any number of editorial comments made by the teacher-coordinator: "In discussing training for off-farm agricultural occupations before the Businessmen's Luncheon Club, Superintendent Brown said, 'We feel that this program does much to bridge the wide gap that separates the school and agricultural business and industry.'"

4. A good news story seldom starts at the beginning and works toward the climax as is done in fiction writing. The opening paragraph is the most important, and should contain the meat of the story.

5. The opening sentence--or at least the first paragraph--should answer the following questions: Why? What? When? Where?

6. Sentences, paragraphs, and even words must be short for easy reading or listening.

7. Use action verbs. The active voice is more forceful than the passive voice. "Students receive training certificates" is better than "training certificates are received by students".

8. There should be a "follow-up" story for most news items released about the program. The announcement that the school has inaugurated a training program in off-farm agricultural occupations should be followed within a reasonable length of time by a story on enrollment, placements, and other data about the program. Likewise, an item such as the "Agricultural Occupations Students Plan Employer Banquet" should be followed by "Students Honor Employers at Banquet" when the function takes place.

9. Too much publicity is worse than none at all. Avoid the use of "ballyhoo" and publicity stunts. Do not mislead the public into expecting more of your program than can possibly be accomplished.

10. Clear all publicity releases through the proper channels. Learn the school policy regarding publicity and adhere to it.

11. Miscellaneous suggestions on preparing copy:

    Use a typewriter
    Double-space
    Do not write the headlines
    Indicate who prepared the copy--it will assist the editors.

In addition to news stories and announcements, there are many opportunities for stories which may be used at various times throughout the school year and which may be classed roughly as feature stories. This type of article is much more difficult to compose than "spot" news and should not be attempted by the teacher-coordinator unless he possesses an ability to write and is experienced. However, material on suitable subject matter may be prepared by him to be rewritten by writers on the local paper.

Some subjects for feature stories are:

1. Student interviews, including photographs of the students at work.

2. Employers' views on agricultural occupations education.

3. Unusual or outstanding training situations.

4. Guidance values of agricultural occupations education.

5. Awarding of annual training certificates.
6. Student views and reactions on working in an off-farm agricultural occupation.
7. The place of the FFA in preparing for off-farm agricultural occupations.
8. Work experience as a high school requirement.
9. How off-farm agricultural occupations students invest their money.
10. Interesting follow-up data.
11. Presentation of recognition certificates to cooperating employers.
12. On-the-job instructors enrolled in special class.

By-and-large, news media are anxious to obtain copy of subjects like those listed above and usually have at least one staff member who specializes in this type of writing. The public is interested in its schools and enjoys reading or hearing about them, especially if the stories contain a liberal sprinkling of familiar names and places, and emphasizes or features the achievements of the youth of the community.

Sample News Stories

The following skeleton news stories show how stories of this nature may be constructed. These are only presented as guides and in some cases they will have to be changed to meet the local situation.

Introductory Article

Agricultural Occupations Program FOR IMMEDIATE RELEASE
Mr. John Doe
Vocational Agriculture Instructor
March 15

According to ____________________, Superintendent of Schools, a new on-the-job training program for high school students will be launched this fall at ________________ High School. An "Off-Farm Agricultural Occupations" curriculum has been developed by ________________, Agricultural Occupations Teacher-Coordinator in cooperation with the vocational agriculture advisory committee and school officials.

This program will give students an opportunity to spend part of their school time in on-the-job training with local agricultural business and industrial firms. Students participating will enroll in regular high school courses, including one period of related agricultural instruction, during which time they will study information related to their on-the-job training. They will spend ____ hour(s) each weekday on the job, learning the skills and management practices involved, under the guidance of a skilled instructor selected from the firm in which the student is working.

This phase of the vocational agriculture program is designed to offer training to all high school students who have an interest in an off-farm agricultural occupation. This training can lead to in-school employment and immediate employment after completion of the high school program, or serve as a background for post-high school study.

A survey conducted recently indicates ________ ag-related businesses in
number
the ___________ area. __________ of these firms are interested in employing
town Number
a student trainee. Further information concerning the program may be obtained by contacting Mr.______________, Vo-Ag Instructor, or Mr.____________, high school principal.

Advisory Committee

A picture of the committee members is recommended here.

The nine community leaders in business, labor, education, and agriculture named to the ________________High School Vocational Agricultural Advisory Committee are: (Pictured above L to R)

__________________________________, ___________________________________
(Name) (Occupation or business name)

_________, _________; _________, _________; _________, _________;

_________, _________; _________, _________; _________, _________;

_________, _________; and______, _________; local_____, _________;

These men will advise Mr. _____________, Vo-Ag teacher-coordinator in planning and conducting the off-farm agricultural occupations program. They were approved by the________________ School Board at its meeting __________ (date) evening, and will serve from one to three-year terms.

Student at Work

Picture of Trainee on the Job

____________ ____________, Student Trainee, on the left, performs a part of his job as ________________ (job or position) while __________________, on-the-job instructor, supervises. ________________ (Boy's first name) is one of the trainees from the ________________ (school) High School Agricultural occupations class. He and his classmates spend one-half of the school day in regular academic study, including vocational agriculture. Each student spends three hours during the school day at the training station. _________ ____________, Vo-Ag instructor at ____________ High School, is coordinator of the program which is designed to offer training for gainful employment in off-farm agricultural occupations.

Speeches

The presentation of short talks or speeches to civic clubs and other groups is an excellent way to promote the program. This enables the public to get personally acquainted with the teacher-coordinator and it also gives the teacher-coordinator a chance to answer questions which may evolve from the group. The teacher-coordinator should be prepared to present a talk concerning the program whenever the occasion arises. Most groups are happy to have representatives of the school speak to them concerning educational problems in the community.

In order to do this job adequately, the presentation should be well organized and prepared. Charts, graphs, and figures can be incorporated into the presentation to help illustrate and carry the program to its conclusion. Vary the material and its presentation to fit the group.

The following is a sample outline of a speech that is for presentation to civic groups, etc. This is presented as a sample and should be adapted to the local situation.

I. Introduction

  a. My relationship to school, position, etc.
  b. Statement about the increased emphasis and need for vocational education.

II. Status of high school students

- a. Enrollment in various programs in school.
- b. Enrollment in our school, state programs, etc.
- c. College-bound students.
- d. Drop-outs in our high school.
- e. What are we doing for these students?

III. Explanation of program under the provisions of the Vocational Education Act of 1963.

- a. Type of program.
- b. Objectives of the program.
- c. Explanation of how the program operates.

IV. Possibilities of the program in our community.

- a. Job opportunities in the community, state, and nation.
- b. The number of businesses in the area related to agriculture.
- c. Number of possible training centers.
- d. Cost of such a program.
- e. Additional facilities needed for such a program.

V. Explain the values of the program

- a. To the community
- b. To the school
- c. For the employer, and
- d. Most of all to the student.

VI. Ask for their support and cooperation in helping develop this phase of the vocational agriculture program in our community.

VII. Summary

VIII. Questioning period

Recognition Certificates

An excellent way to increase interest and enthusiasm on the part of students and employers is by issuing recognition certificates. Certificates of completion may be presented to students who have successfully completed the course requirements and also a special recognition certificate may be presented to the cooperating employers and on-the-job instructors. An event such as an employer-employee banquet is an excellent place to award these certificates. Examples of these certificates are found on the following pages.

Other Promotional Activities

Numerous other activities can be utilized to help promote cooperative occupational education in off-farm agricultural occupations. Some of the other items that may be used are:

1. School publications or special brochures
2. School assembly programs

3. School exhibits, tours and projects
4. Reports at faculty meetings
5. Employer's newspaper ads
6. A section in the school yearbook
7. Letters to students and parents
8. Individual contracts with students and parents
9. Employer-employee banquets
10. Letters of appreciation to employers and parents
11. School public address system
12. Special FFA awards for outstanding achievement in off-farm agricultural occupations work.

FARMVILLE HIGH SCHOOL

Vocational Agriculture Department

Be it Known That

____
(Name of Instructor)

has been designated as an on-the-job instructor, and is qualified to offer instruction in ______________________________
(Type of Job in Which Training is Given)
in conjunction with the Agricultural Occupations Program at
____________________________________High School

Dated this ____ day of _________ 19__

At______________________________

____
(Superintendent of Schools)

____
(Chairman, Advisory Committee)

____
(Teacher-Coordinator)

FARMVILLE HIGH SCHOOL

Vocational Agriculture Department

CERTIFICATE OF COMPLETION OF AGRICULTURAL OCCUPATIONS TRAINING

Be It Known That

____
(Student)

Has satisfactorily completed ____ year(s) of training as ____________________ (Occupation trained for) including related classroom instruction and on-the-job instruction supervised cooperatively by the school and the employer.

Dated this ____ day of ______________ 19__

At ________________________

____
(Superintendent of Schools)

____
(President of School Board)

____
(Cooperating Employer)

____
(Teacher-Coordinator)

Planning the Promotional Program

Needless to say, the vocational agriculture teacher-coordinator should carefully plan his promotional campaign rather than conduct it in a haphazard manner. Planning includes timing, which is an essential element in effectively promoting a program. Following is a suggested schedule which a teacher-coordinator may use in making plans for publicizing and promoting this program. Of course, he may not (and probably should not) use all the media listed. He should, however, consider the most feasible in his particular community. The teacher-coordinator should plan far enough in advance to allow himself sufficient time to carry out his campaign in a creditable manner. A suggested schedule is found below:

MEDIA	Before opening of school	At opening of school	During each Semester	Once during year	At end of School
News stories	X	X	X		X
Newspaper features			X		
School publications			X		
School assembly programs				X	
Talks to civic clubs and other groups	X		X		
FFA activities	X		X		
Talk to Parent-Teacher Association				X	
School exhibits and projects		X	X		
School placards and posters			X		
School public address system		X	X		
Employers' newspaper "ads"				X	
Free radio and television time	X		X		
Section in school yearbook				X	
Letters to students and parents	X				
Employer-employee banquet				X	
Letters of appreciation to employers and parents				X	
Recognition certificates				X	

SELECTING TRAINING STATIONS

One of the most important factors in determining the success of the program is the adequacy of the training station at which a student is placed for on-the-job instruction and experience. It is imperative, therefore, that definite consideration be given to the selection of training stations before students are placed for occupational education. The survey of the agricultural businesses and firms in the community, explained earlier, should provide a good list of possible training stations. Information gained from the personal interviews or knowledge already possessed by the vocational agriculture teacher-coordinator and advisory committee members should provide sufficient basis for determining whether possible training stations meet the desired criteria.

Criteria for Selecting Training Stations

The following items should be used as criteria in selecting training stations:

1. Type of occupation. The training station should provide educational experience in an occupation that requires some knowledge, understanding, and skill in agriculture.

2. Opportunities for rotation. The training station should provide a wide variety of experiences associated with the occupation. It should not be just a routine work experience of a repetitive nature.

3. On-the-job supervision. The training station should provide someone capable of serving as an on-the-job instructor. This should be someone who is thoroughly competent in the skills and technical aspects of the occupation. He should be someone who is interested in the program and who will enjoy cooperating in the training program. A discussion concerning on-the-job instructors is found later in this section.

4. Working conditions. The working conditions of training stations should be safe and clean, with a good record of accident prevention. It should also present few, if any, conditions that might impair the health of the workers.

5. Reputation. The training station should have a good reputation and be respected by the community as a reliable business establishment. It should be one that the community is glad to have within its boundaries.

6. Business Climate. The training station should use ethical business practices and leave a favorable impression with the student. The firm should have a record of participation in civic affairs, and a favorable attitude toward the welfare of its employees.

7. Stability of employment. The training station should have a reputation of continuous operation. It should have a record of few or no lay-offs, lock-outs, close-downs, or extensive periods of curtailment.

8. Hours of employment. The training station should be able to provide a sufficient number of training hours at a time which is conducive to the employment of student-learners.

9. Facilities and equipment. In order to provide adequate occupational education, the training station should possess adequate facilities and equipment and use up-to-date methods.

10. Employer-employee relationship. The training station should maintain a good employer-employee relationship. Firms that make it a policy to train and promote their own personnel score high on this point.

11. Accessibility. Training stations should be within a reasonable distance from the school or accessible to the trainee. In some cases, the training station may be outside the normal limits if the student has adequate transportation to and from work, and the training station rates high on other factors. In some cases where students are attending area schools, they can be placed in their local community for occupational education.

12. Wages. The training station should be able to pay a minimum wage for student workers based on that paid other employees of similar experience and training. Wages of regular employees should be at least comparable to those paid in similar occupations in the community.

Training Station Check Sheet

The final selection of training stations can be facilitated by the use of a check sheet. The purpose of this sheet is to obtain a comparative rating of possible training stations. This sheet should list criteria to be considered when making the selection. The advisory committee can be very helpful in completing the check sheets on the different firms.

Careful consideration should be given to each item on the check sheet. Any unusual situations should be listed at the bottom of the sheet under "remarks". If a prospective training station is not selected, the reasons may be listed in this space and then relayed to the employer. This may help correct deficiencies in the prospective training station so that it may be used in the future.

(An example of a training station check sheet is found on the following page.)

__________________________ High School
Vocational Agriculture Department

CHECK SHEET FOR SELECTING TRAINING STATIONS

Establishment________________________ Address________________________________

Date_____________________________ Phone No.______________________________

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of occupation	____	____	____	________	__________
Opportunities for rotation	____	____	____	________	__________
On-the-job supervision	____	____	____	________	__________
Working conditions	____	____	____	________	__________
Reputation	____	____	____	________	__________
Business climate	____	____	____	________	__________
Hours of employment	____	____	____	________	__________
Facilities and equipment	____	____	____	________	__________
Employer-employee relationships	____	____	____	________	__________
Accessibility	____	____	____	________	__________
Wages	____	____	____	________	__________

Remarks:____

____

____

____

____

Overall Rating: Outstanding______ Very Good______ Good______

Fair______ Poor______

Evaluating Cooperating Employers and On-the-job Instructors

In a sense, cooperating employers and on-the-job instructors become a part of the school faculty since they are directly involved in the education of students. To properly function in this role, it is imperative that they possess a professional attitude and other desirable characteristics. It may be desirable to consider their qualifications in regard to some predetermined criteria. This will serve as a basis for improving their weak areas through individual conferences and special classes.

An example of an evaluation form that can be utilized to determine the desirability of cooperating employers and on-the-job instructors is found on the following page.

Classes for Employers and On-the-Job Instructors

One means by which on-the-job instructors and employers can be better prepared for their responsibilities is to offer special classes for them. These classes can be conducted by the regular vocational agriculture teacher-coordinator. Specific topics such as working with students, methods of giving demonstrations, and objectives and purposes of the program can be covered Upon completion of these classes, a special certificate can be presented. Experience has shown that efforts expended in this area pay big dividends. On-the-job instruction is improved, and more interest and enthusiasm is gained by all participants.

An example of a certificate that can be presented upon the completion of these courses is found on page 48.

____________________High School
Vocational Agriculture Department

COOPERATING EMPLOYER APPRAISAL

Name____ Date______________

Criteria	Rating
1. Interested in helping students	4 3 2 1
2. Successful in agri-business	4 3 2 1
3. Able to get along with students	4 3 2 1
4. Willing to cooperate with school	4 3 2 1
5. Uses proper English	4 3 2 1
6. Of good character	4 3 2 1
7. Emotionally stable	4 3 2 1
8. Able to explain ideas and concepts to students	4 3 2 1
9. Familiar with vocational agriculture	4 3 2 1
10. Familiar with the off-farm agricultural occupations experience program	4 3 2 1
11. A member of agricultural, civic, or community organizations	4 3 2 1
12. Motivated by high ideals	4 3 2 1
13. Eager and hard-working	4 3 2 1
14. Patient	4 3 2 1
15. Tactful	4 3 2 1
16. Open-minded	4 3 2 1
17. Willing to take time to work with students	4 3 2 1
OVER-ALL RATING	4 3 2 1

4 - Outstanding
3 - Good
2 - Fair
1 - Poor

FARMVILLE HIGH SCHOOL

Vocational Agriculture Department

Be It Known That

____
(Name of Person)

has satisfactorily completed a special course designed to train cooperating instructors in agricultural occupations in conjunction with the vocational agricultural department at ______________________ High School.

Dated this ____ day of ____________ 19__

At______________________________

____
(Teacher-Coordinator)

____
(Superintendent of Schools)

SELECTION OF STUDENTS

It must be realized that the student is the most important element in a cooperative occupational education program. Much of the success of the program will depend upon the calibre of the students enrolled. Students termed "of high calibre" do not necessarily mean those with outstanding grades, but refers to those students who possess the aptitude and qualifications required for success in a given occupation. The objectives of this program can be attained only when the student is capable and desires to receive occupational experiences. There may be a tendency among some educators to gear the program toward students with low academic and occupational abilities, while the occupational education for many occupations requires students to have desirable personal traits and above-average aptitudes.

With the above considerations in mind, the need for a sound system for screening and selecting students becomes evident. The vocational agriculture teacher-coordinator should plan a system that utilizes numerous activities and procedures in selecting students.

Procedures for Selecting Students

The following steps are suggested as a guide to follow in the selection of students:

1. Make a general announcement concerning the program to all eligible students at least two months before pre-registration for courses.

2. Have all interested students complete an "application for enrollment form." A sample form is found on page 51. Another form which is designed for the same purpose is located in Appendix D, p. 141.

3. Make arrangements with the school counselor to obtain various test scores and other confidential information that is not reported on the application form.

4. If sufficient tests have not been administered, the teacher-coordinator may wish to administer commercial tests or in some cases special interest surveys. These can determine the students interest and abilities in specialized areas such as sales and mechanics. A sample form which can be utilized to determine a student's interest in sales is located in Appendix E, page 134.

5. In most cases the teacher-coordinator will be familiar with the personal characteristics of possible students, since he would most likely have had them in previous vocational agriculture classes. In some cases, however, the teacher-coordinator may have had very little contact with interested students. If this is the case, it may be advantageous to have other teachers more familiar with the student evaluate the personal characterisitics of the student. A sample teacher's rating form is found on page 53.

6. Record the information obtained from the previous steps on the sample "Student-Learner Personal Data Sheet" on page 75. An additional example form is found in Appendix K, page 148.

7. Interview each candidate personally. This will help obtain information that has not been obtained in any of the previous steps.

Criteria for Selecting Students

After the above steps have been completed, sufficient information should be available to make a final selection. The following criteria are suggested as possible points to be kept in mind when selecting students.

Occupational objective. Students selected should have an interest in agricultural occupations for which the training program is designed, and in which adequate training stations will be available.

Parents' approval. Students selected should have their parents' approval to participate in the program.

Ability and willingness to work. Students selected should have demonstrated that they are able and willing to work.

Age. Most states have minimum age laws (usually 16) and therefore this must be considered when students are selected. Students selected should be able to meet the age requirements specified by local, state, and federal labor laws.

Scholarship. Students selected should have done well in school subjects related to the occupation in which they will be trained.

Attendance records. Students selected should have a minimum number of absences and tardinesses on their school records.

Hours available for work. Students selected should be able to work the minimum required hours per week for the total training period.

Transportation. Students selected should be able to furnish their own transportation to and from their training station.

Handicaps. Students selected should not possess any handicap which would prevent them from being hired by employers in the available training stations.

Personal characteristics. Students selected should have desirable personal characteristics. This would include such items as character, loyalty, initiative, attitude, and personality.

______________________ High School
Vocational Agriculture Department

APPLICATION FOR ENROLLMENT IN COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM

Date________________

Name_________________________________ Parent's or Guardian's Name ____________________________

Address____ Phone No.________________

Age_______ Sex_______ Height_______ Weight_______ Social Security No.______

Location from School____

Grade in School_____ Do you plan to go to college? Yes______ No______

List the high school credits you have earned in Math_____ English_____ Science_____ Social Science_____ Agriculture_____ Commercial_____ Other________

Parents' Occupations - Father______________________ Mother_____________________

What type of curriculum are you enrolled in? College Prep _______________ Vocational__________ General__________

What hobbies do you enjoy?____

List the clubs and organizations to which you belong____________________________

____

Do you wear glasses? Yes___ No___ Will you have transportation to work? Yes___ No___ Do you have any physical handicaps? Yes___ No___ If the answer is "yes" please explain____

List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer   Job   Number of Months

____ ____________________

____ ____________________

____ ____________________

In what occupations do you prefer to receive training? First preference________ ________________________________ Second Preference_______________________________

What types of work do you dislike?____
Will you be available for work: after school?_____ on Saturdays_____

What subjects do you need to graduate? __________ __________ __________

__________ __________ __________ __________ __________ __________

(Have your parents complete the following:)

________________________________has my permission to participate in the cooperative occupations program.

____
Signed by Parent or Guardian

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

____________High School
Vocational Agriculture Department

TEACHER'S RATING OF STUDENTS INTERESTED IN COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM

Date____________________

Student's Name________________________ Course____________________

Please rate the student on the following traits:

	Excellent	Good	Fair	Poor
Character	______	___	___	___
Loyalty	______	___	___	___
Initiative	______	___	___	___
Attitude	______	___	___	___
Resourcefulness	______	___	___	___
Dependability	______	___	___	___
Personality	______	___	___	___
Achievement in your course	______	___	___	___

Do you feel this student is qualified to represent our school on a job?
Yes____ No____

List any outstanding abilities or talents this student possesses. __________

____

____

For what vocation do you feel this student is best suited? __________

____

Does this student take orders and criticism well? Yes_____ No_____

Which does this student prefer: Mental activities_____ Physical activities_____

Other remarks:____

____

____

____
Teacher

STUDENT-LEARNER PERSONAL DATA SHEET

Date____________________

Name__________________________ Parent's Name___________________

Address________________________________ Phone No.______________

Age____ Sex____ Height_______ Social Security No.___________________

Parent's Occupation - Father________________Mother_________________

Location from school____

Plan to go to college? Yes____ No____ Credits earned: Math_____ English____
Social Science_____ Science_____ Ag_____ Commercial_____ Other_____________

Type of Program enrolled in: College prep_____Vocational_____ General_____

Hobbies______________________ Grade Average___________________

Days absent last year_____ Transportation to work: Yes_____ No_____

Clubs and Organizations____

Physical Handicaps____

Subjects that would assist in your job occupation:_____________________

____

Previous work experience and name of employer	Type of Job	Months on Job
______________________	________________	__________
______________________	________________	__________
______________________	________________	__________

Student's Interests____

Student's Dislikes____

Parent's approve of participation in off-farm education program?

Yes_________ No_________

Availability for work after school: Yes_____ No_____Saturdays: Yes_____ No____

Subjects needed to graduate____

____

LEGAL REQUIREMENTS FOR STUDENT WORKERS

The employment of students in cooperative occupational education must conform to state and federal laws. The vocational agriculture teacher-coordinator must be familiar with the local, state and national employment laws which restrict the occupational experiences in which students may participate. It is particularly important that he be familiar with the provisions of these laws which pertain to minimum wages and child labor. He should also be familiar with social security and other forms of insurance, responsibilities of the local school, hazardous occupations, and other employment requirements.

State Regulations

Each state has child-labor laws and several states have minimum wage laws. It must be remembered that whenever standards and requirements of a state law differ from federal regulations, the higher standard must be observed. Most states have pamphlets or brochures explaining the provisions of the employment laws for that state. The vocational agriculture teacher-coordinator can become familiar with the state employment regulations by securing a copy of Nebraska Labor Laws published by the Nebraska State Department of Labor.

Age Certificates

Age or employment certificates, sometimes called work permits or working papers, are issued under state child labor laws. They are used to certify that a person under 18 years of age is legally employed. Age certificates are generally obtained from the local school or someone designated by the board of education. The vocational agriculture teacher-coordinator should see that age certificates are obtained and on file for each student under 18 years of age employed as a student learner. Instructions governing the issuance of employment certificates are found in Nebraska Labor Laws.

Federal Laws

The Fair Labor Standards Act of 1938, as amended, establishes minimum wage, maximum hours, overtime pay, and child labor standards for employment which is subject to the provisions of the Act. The Fair Labor Standards Act applies to employees (including student-learners) engaged in interstate or foreign commerce or in the production of goods for interstate or foreign commerce, including any closely related process or occupation directly essential to the production of goods for interstate or foreign commerce. The Act also applies to employees (including student-learners) who are not themselves engaged in or producing goods for commerce. Some business enterprises, and employees of these enterprises, which are agricultural in nature, are exempt from certain provisions of the Act. It is important to note that the exemptions pertain, in most cases, to the minimum wage and overtime provisions of the Act and not to the child labor provisions of the Act.

Information on Federal Laws are available from U. S. Department of Labor Regional Office, 2000 Federal Office Building, 911 Walnut Street, Kansas City, Missouri 64106.

Minimum Wage, Overtime Pay, Maximum Hours, and Equal Pay

Employees, whose work places them under the provisions of the Fair Labor Standards Act before it was amended in 1966, must be paid a minimum wage of at least $1.40 an hour, beginning February 1, 1967 and $1.60 an hour, beginning February 1, 1968. Employees who are included under the 1966 Amendments must be paid the following minimum wages: $1.00 an hour beginning February 1, 1967; $1.15 an hour beginning February 1, 1968; $1.30 an hour beginning February 1, 1969; $1.45 an hour beginning February 1, 1970 and $1.60 an hour beginning February 1, 1971. Overtime compensation shall be paid at a rate of not less than 1 1/2 times their regular rate of pay for hours worked over forty in any work week. The law applies equally to men and women and to all enterprises engaged in interstate commerce regardless of the number of employees. The law does not set a limit on the number of hours of work per week for persons sixteen years of age or over unless they are covered by a student-learner certificate. An amendment to the Fair Labor Standards Act, effective in 1964, prohibits employers from discriminating on the basis of sex in the payment of wages for equal work. An employer may not pay employees of one sex at rates lower than he pays employees of the opposite sex for doing equal work on jobs requiring equal skill, effort, and responsibility which are performed under similar working conditions.

The Fair Labor Standards Act as amended in 1966 included certain farm workers in the Act. The minimum wage for agricultural workers will be $1.00 per hour on February 1, 1967, $1.15 per hour on February 1, 1968 and $1.30 per hour on February 1, 1969. Urban workers who will be covered by the Act as a result of the 1966 amendments follow the same schedule as farm workers until 1969, but then continue to escalate until a $1.60 per hour minimum is reached in 1971.

Farm workers who are paid on a piece-rate basis must be paid a wage so that their wages for a work week will average at least as much as the hourly minimum. In addition, no one worker can be paid less than 75% of the minimum wage.

Exemptions from the minimum wage and overtime provisions of the Fair Labor Standards Act are allowed for certain workers. The two groups of workers for whom exemptions are made, which are applicable to cooperative occupational education programs in vocational agriculture, are certain agricultural and related workers and students who complete student-learner certificates and are employed on a part-time basis as a part of a bonafide vocational education program.

Exemptions From the Minimum Wage

Certain workers who do farm work or who handle or process farm products are exempt from the minimum wage and overtime requirements of the Fair Labor Standards Act. The workers exempt under this provision include the following:

1. Members of the employer's immediate family.

2. Hand harvest laborers paid on a piece-rate basis who (1) commute daily from their homes to the farm where they are employed, and (2) have been employed in agriculture less than 13 weeks during the preceding calendar year. This would include high school students who work on a farm during the summer while living at home.

3. Migrant hand harvest laborers 16 years of age or under who are employed on a piece-rate basis if they are (1) working on the same farm as their parents, and (2) if they are paid at the same rate as other workers over 16.

4. Employees engaged in the "range production" of livestock. This provision is intended to cover jobs which "require constant attendance on a standby basis such as herding and similar activities where the computation of hours worked would be extremely difficult".

5. Any employee employed in agriculture if such employee is employed by an employer who did not, during any calendar quarter during preceding calendar year, use more than 500 man-days of agricultural employment.

The following employees are subject to the minimum wage but exempt from overtime requirements:

1. Any individual employed as an outside buyer of poultry, eggs, cream or milk in their raw or natural state.

2. Any salesman, partsman, or mechanic primarily engaged in selling or servicing automobiles, trailers, trucks, farm implements or aircraft if employed by a non-manufacturing establishment primarily engaged in the business of selling such vehicles to ultimate purchasers.

3. Any employee employed in agriculture or in connection with the operation or maintenance of ditches, canals, reservoirs, or waterways, not owned or operated for profit or operated on a sharecrop basis, and which are used exclusively for supply and storing of water for agricultural purposes.

4. Any employee with respect to his employment in agriculture by a farmer, not withstanding other employment of such employee in connection with livestock auction operations in which such farmer is engaged as an adjunct to the raising of livestock, either on his own account or in conjunction with other farmers, if such employee is primarily employed during his workweek in agriculture by such farmer and is paid for his employment in connection with such livestock auction operations at a wage rate not less than the prescribed minimum wage rate.

5. Any employee employed within the "area of production" by an establishment commonly recognized as a country elevator, including such an establishment which sells products and services used in the operation of a farm, if no more than 5 employees are employed in the establishment.

6. An employee engaged in the processing of sugar beets.

7. Any employee engaged in the transportation or preparation for transportation of fruits or vegetables, whether or not performed by the farmer, from the farm to a place of first marketing within the same state.

8. Employees engaged in transportation between the farm and any point within the same state of persons employed or to be employed in the harvesting of fruits and vegetables.

9. Any employee employed by an establishment which is a hotel, motel, or restaurant.

10. Any employee who is employed by an establishment which is an institution (other than a hospital) primarily engaged in the care of the sick, the aged, or the mentally ill or defective who reside on the premises and re-

ceives compensation for employment in excess of 48 hours in any work-week at the rate not less than one and one-half times the regular rate at which he is employed.

Other exemptions from the minimum wage and overtime provisions include:

1. Employees employed in enterprises engaged in interstate or foreign commerce or in the production of goods for interstate or foreign commerce and has an annual gross volume of sales made or business done, exclusive of certain excise taxes, of less than $500,000 ($250,000 beginning February 1, 1969).

Exemptions for Student-Learners

Students enrolled in cooperative occupational education programs are eligible to work for seventy-five percent of the minimum wage if they complete a Student-Learner Certificate. Certain provisions must be met in order to obtain a Student-Learner Certificate. Detailed discussion on the standards and provisions that must be met is found in Appendix F, page 138.

Application Form for a Certificate to Employ a Student-Learner

The form on page 59 is a copy of the official form required for a certificate to employ a student-learner.

Questions Pertaining to The Application For and Certification Of Student-Learners

Note: The reference in parenthesis refers to the section of Title 29 part 520 of the code of Federal Regulation--"Employment of Student-Learners", prior to the 1966 amendments.

1. In the average situation, for what period of time is a student-learner certificate issued?

   Ans. For one school year only. (Section 520.8) This is an appropriate 36 week period, consisting of 15 to 25 hour work weeks.

2. What rate of pay is applicable to the student-learner's employment?

   Ans. 75 percent of the applicable minimum wage (Section 520.6 (b)).

3. Does the application for the certificate constitute a temporary certificate?

   Ans. Yes, if the application is correctly filed. The temporary authorization becomes effective the date the application is postmarked. Section 520.6 (c) (2)

4. Can a student-learner under 18 years of age work in some of the occupations declared as particularly hazardous for minors?

   Ans. Yes. (Section 520.5 (d)). If a written agreement is on file as described in the Child Labor Bulletin No. 101, page 7.

5. May student-learners work in any of the Hazardous Occupations without the exemption being granted?

   Ans. No, there is no provision for this.

U. S. Department of Labor
Wage and Hour and Public Contracts Division

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under Hazardous Occupations Orders of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healey Public Contracts Act minimum wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in Section 520.6 (c) (2) of the Student-Learner Regulation (29CFR 520) are satisfied.

PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM
PRINT OR TYPE ALL ANSWERS

1. Name and address of establishment making application:	3. Name and address of student-learner:
2. Type of business and products manufactured, sold, or services rendered	4. Name and address of school in which student-learner is enrolled:

INFORMATION ON SCHOOL INSTRUCTION

5. Number of weeks in school year		11. Are Smith-Hughes Act of George-Barden Act funds being used for this program? (Yes or No)
6. Total hours of school instruction per week		
7. Number of such hours directly related to employment training		
8. Proposed beginning date of employment		12. Was this program authorized by the State Board for vocational education?
9. Proposed ending date of employment		13. If the answer to item 12 is "No", give the name of the recognized body which has approved this vocational training program:
10. Proposed graduation date of student-learner		

14. Outline the school instruction directly related to the employment training. (List courses, etc.)

SAMPLE FORM

Form WH-205 (10/63)　　ATTACH SEPARATE PAGES IF NECESSARY

Continued from preceding page

Information on employment training at special minimum wages:

15. How is employment training scheduled (weekly, alternate weeks, etc.)?

16. Number of weeks of employment training at special minimum wage

17. Number of hours of employment training a week

18. Special minimum wage(s) to be paid student-learner (if a progressive wage scale is proposed, enter each rate and specify the period during which it will be paid):

19. Title of Student-learner occupation:

20. Number of employees in this establishment

21. Number of experienced employees in student-learner's occupation shown in question 19

22. Minimum hourly wage rate of experienced workers in 21

23. Is an age or employment certificate on file in this establishment for this student-learner? (If not, see instructions)

24. Is it anticipated that the student-learner will be employed in the performance of a Government contract subject to the Walsh-Healey Public Contracts Act?

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. Signature of Student-learner:
I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Signature of Student) (Date)

27. Certification by school official:
I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program as defined in section 520.2 of Student-Learner Regulations.

(Signature of School Official) (Date)
Title____________________

28. Certification by employer or authorized representative:
I certify, in applying for this special certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Signature of employer or representative) (Date)
Title____________________

6. Who does the Wage and Hour Division hold responsible for compliance with the Hazardous Occupations Orders and the terms of the certificate?

   Ans. The employer.

7. When school is not in session, how many hours may a student work, under the provisions of a certificate?

   Ans. When school is not in session, the student may work a number of hours in addition to the weekly hours granted by the certificate: provided, the total hours do not exceed 8 hours in any one day or 40 hours in any week. (Section 520.6 (d) and (3)).

8. How many copies of the application are necessary and who gets them?

   Ans. Four copies are made. One is given to the student, one is given to the employer, one is given to the school, and the original is sent to the regional labor office.

9. How many hours may a student-learner work at his occupation?

   Ans. The number of hours at work plus the number of hours spent in class at school must not exceed 40 hours per week. (Time spent in study halls, home room and activity periods do not count.)

10. May a student-learner work under the provisions of a certificate during the summer months?

    Ans. Yes. For example: if a student-learner begins his employment at the beginning of the spring semester (approximately January 1), his training may continue through the summer months, provided he has not graduated and provided the summer work is under the auspices of the teacher-coordinator.

11. May a student-learner ride as a passenger in a vehicle getting from job site to job site?

    Ans. Yes. If the student is not primarily engaged in loading or unloading the vehicle or as a driver or driver's helper, he may ride in the vehicle.

12. Is a student-learner under 18 subject to the Hazardous Occupations Orders, whether or not the employer is paying the minimum wage?

    Ans. Yes--and if a student-learner is to be employed in a hazardous occupation that carries an exemption (i.e. Hazardous Occupations Orders No. 5, 8, 10, 12, 14, 16 and 17) there must be a written agreement on file as described in "II" under the heading "Student-Learner" of the Child Labor Bulletin No. 101 pp. 7-8.

Child Labor Provisions

Sixteen years is the minimum age for most employment covered by the Fair Labor Standards Act. This requirement includes employment in agriculture (farming) during school hours. Eighteen years is the minimum age for employment in an occupation declared hazardous by the Secretary of Labor. Employment of 14 and 15-year-old youths is limited to certain occupations outside school hours only and under specified conditions. The child labor provisions of the Act do not apply to children employed in farming outside of school hours nor to children under 16 years of age who are employed by their parents in occupations other than manufacturing, mining or hazardous occupations.

Child labor provisions applicable to farming

The child labor provisions of the Fair Labor Standards Act apply generally to farmers whose crops or products go either directly or indirectly into interstate or foreign commerce. A farmer is engaged in interstate commerce if he sends his products outside the state or delivers his products to a canner, processor, or dealer whom he knows or has reason to believe will send it outside the state (in its original form or as an ingredient in another product). Farmers may not employ children under 16 years of age during school hours. This requirement does not apply to the employment of a farmer's own children on his farm. There is no minimum age of employment in farming outside school hours.

Hazardous Occupations

The Fair Labor Standards Act states that a minimum age of 18 is necessary for employment in any occupation which the Secretary of Labor defines as particularly hazardous or detrimental to the health or well-being of 16 and 17 year olds. There are 17 hazardous occupation orders now in effect which apply either on an industry basis, specifying the occupations in the industries that are not covered, or on an occupational basis irrespective of the industry in which found. The orders in effect do not apply to employment in farming. The occupations declared to be hazardous by the Secretary of Labor follow:

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosives or components.

2. Occupations of motor-vehicle drivers and helpers.

3. Coal mine occupations.

4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage stock mill.

5. Occupations involved in the operation of power-driven woodworking machines.

6. Occupations involving exposure to radioactive substances and to ionizing radiations.

7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.

8. Occupations involved in the operation of power-driven metal framing, punching, and sheering machines.

9. Occupations in connection with mining, other than coal.

10. Occupations in or about slaughtering, and meat-packing establishments and rendering plants.

11. Occupations involved in the operation of certain power-driven bakery machinery.

12. Occupations involved in the operation of certain power-driven paper product machines.

13. Occupations involved in the manufacture of brick, tile, and kindred products.

14. Occupations involved in the operation of circular saws, hand saws, and guillotine sheers.

15. Occupations involved in wrecking, demolition, and ship-breaking operations.

16. Occupations involved in roofing operations.

17. Occupations in excavation operations.

For complete discussion on the above orders consult Child Labor Bulletin No. 101.

Hazardous occupations orders numbers 5, 8, 10, 12, 14, 16, and 17 contain exemptions for student-learners provided they are employed under the following conditions:

1. The student-learner must be enrolled in a course of study in a cooperative vocational training program under a recognized state or local educational authority.

2. The student-learner must be employed under a written agreement which provides:

   a. That the work of the student-learner in the hazardous occupation is incidental to his training.

   b. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.

   c. That safety instructions shall be given by the school and correlated by the employer with on-the-job training.

   d. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Effective January 1, 1968, the Secretary of Labor declared the following occupations in agriculture particularly hazardous for the employment of youth below the age of 16:

(1) Handling or applying anhydrous ammonia, organic arsenic herbicides, organic phosphate pesticides, halogenated hydrocarbon pesticides, or heavy-metal fungicides, including cleaning or decontamination equipment used in application or mixing of such chemicals.

(2) Handling or using a blasting agent. For the purpose of this subparagraph, the term "blasting agent" shall include explosives such as, but not limited to, dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.

(3) Serving as flagman for aircraft.

(4) Working as -

(a) Driver of a truck or automobile on a public road or highway.

(b) Driver of a bus.

(5) Operating, driving, or riding on a tractor (track or wheel) over 20-belt horsepower, or attaching or detaching an implement or power-take-off unit to or from such tractor while the motor is running.

(6) Operating or riding on a self-unloading bunk feeder wagon, a self-unloading bunk feeder trailer, a self-unloading forage box wagon, a self-unloading forage box trailer, a self-unloading auger wagon, or a self-unloading auger trailer.

(7) Operating or riding on a dump wagon, hoist wagon, fork lift, rotary tiller (except walking type), or power-driven earthmoving equipment or power-driven earthmoving equipment or power-driven trenching equipment.

(8) Operating or unclogging a power-driven combine, field baler, hay conditioner, corn picker, forage harvester, or vegetable harvester.

(9) Operating, feeding, or unclogging any of the following machines when power-driven; stationary baler, thresher, huller, feed grinder, chopper, silo filler, or crop dryer.

(10) Feeding materials into or unclogging a roughage blower or auger conveyor.

(11) Operating a power-driven post-hole digger or power-driven post driver.

(12) Operating, adjusting, or cleaning a power-driven saw.

(13) Felling, bucking, skidding, loading, or unloading timber with a butt diameter of more than 6 inches.

(14) Working from a ladder or scaffold at a height over 20 feet.

(15) Working inside a gas-tight type fruit enclosure, gas-tight type grain enclosure or gas-tight type forage enclosure, or inside a silo when a top unloading device is in operating position.

(16) Working in a yard, pen, or stall occupied by a dairy bull, boar or stud horse.

There are certain exceptions which may permit minors to be employed in the hazardous occupations listed above. These exceptions are:

1. These standards do not apply to the employment of a minor under 16 by his parent or by a person standing in the place of his parent on a farm owned or operated by such parent or person.

2. Student-learners under 16 enrolled in a bona fide cooperative vocational education training program in agriculture are exempt from the provisions of this Interim Order provided the following requirements are met:

A. Such student-learner is employed under a written agreement which provides:

(1) that the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;

(2) that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

(3) that safety instructions shall be given by the school and correlated by the employer with on-the-job training and;

(4) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each written agreement for an exemption from the hazardous occupation order must be signed by the employer and the teacher-coordinator or principal. Copies of the agreement must be kept on file by both the school and the employer. A sample letter agreement is found on page 66.

______________________High School
Vocational Agriculture Department

Mr. John McAhee, Manager
Brown's Farm Implement Company
340 Main Street
Farmville, U.S.A.

Dear Mr. McAhee:

We recognize that John Jones enrolled as a vocational agriculture student and placed in your firm for occupational education may, during the course of his employment with you, be called upon to learn to operate machines that the Secretary of Labor has declared particularly hazardous for minors under 18 years of age.

This letter stands as an agreement that you as the employer, and I, as a representative of the school, understand that the work of the student in those occupations declared particularly hazardous shall be incidental to his training; that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and that a schedule of organized and progressive work process to be performed on the job shall be prepared.

As an indication of your concurrence with this agreement, please sign this letter in the space provided below. Please retain the duplicate copy for your files and return the original copy to me.

Sincerely,

Gilbert Andrews
Vocational Agriculture
Teacher-Coordinator

____
(Name and address of employer)

____
(Date)

Walsh-Healey Public Contracts Act

This Act applies to contracts entered into by the U. S. Government for the manufacture or furnishing of materials, supplies, article or equipment in any amount in excess of $10,000. The Act requires (1) the payment of employees engaged in the performance of such contracts of not less than the minimum wage. (2) That no boy under 16 and no girl under 18 years shall be employed in any work performed under the contract. The teacher-coordinator should know the provisions of this Act which apply to student-learners.

Social Security

Students who do not have a Social Security number must obtain one before they can be paid for any work performed. Most student workers are entitled to benefits under the provisions of the Social Security Act. Among those not covered at present are certain professional people, some government employees, and employees of certain non-profit organizations. The Social Security Act does not provide coverage for children employed by either parent.

Unemployment Insurance

Students are generally not eligible for unemployment insurance since they are not employed full-time. Information may be obtained from the nearest office of the State Employment Service or from the Bureau of Employment Security, U. S. Department of Labor, Washington, D. C., 20225.

Workmen's Compensation

Students should not be placed in a firm where the employer does not carry workmen's compensation. Workmen's compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by his work. It is based upon the principle that an employer is responsible for physical injury that befalls any of his employees because of working conditions or the work assigned to him.

Workmen's compensation available for student-learners should always be checked when determining possible training stations. There are no national laws or regulations which require an employer to carry workmen's compensation for all of his employees.

Taxes

Student workers' incomes are subject to the same taxes as regular workers. This includes both federal and state taxes. Students should be informed that since they are wage earners, a percentage of their income will be withheld by their employer in accordance with tax regulations.

Occupations Requiring Licensing

In order to safeguard the well-being of the citizenry, the federal, state and local governments may require licenses of certain workers. The vocational agriculture teacher-coordinator should determine if any of the occupations in which students will be placed for cooperative occupational experience require licensing by the town, city, county, or state. The cooperating employer will know where the license can be obtained or where the necessary information can be secured to determine if student-learners can be placed in these occupations.

Field and Regional Labor Offices

The Department of Labor maintains field and regional offices which may be contacted to answer questions concerning Federal labor regulations. The address of the regional office for Nebraska is: U. S. Department of Labor Regional Office, 2000 Federal Office Building, 911 Walnut Street, Kansas City, Missouri 64106.

Publications on Labor Regulations

Most states have pamphlets on the state labor regulations. These can be obtained from a district or state office. Numerous publications covering federal labor regulations are available from the field or regional offices. Each vocational agriculture teacher-coordinator should become thoroughly familiar with the following publications:

State Laws

1. Nebraska Labor Laws. This publication is available through the Nebraska State Department of Labor, State Capitol, Lincoln, Nebraska.

Federal Laws

1. Fair Labor Standards Act
2. Handy Reference Guide to the Fair Labor Standards Act
3. Pamphlet on Retail and Service Establishments
4. Child Labor Bulletin No. 101
5. Regulation, Part 520, Employment of Student-Learners
6. Application for a Certificate to Employ a Student-Learner, Form WH-205
7. Information Guide and Instructions for Completing Application for Student-Learner Certificates, Form WH-205 Inst.
8. Regulation, part 519, Employment of Full-time Students in Retail or Service Establishments at Special Minimum Wages
9. Agriculture and Related Exemptions
10. Agriculture and the Child Labor Requirements (Child Labor Bulletin No. 102)
11. Handy Guide to the Walsh-Healey Public Contracts Act

PLACEMENT OF STUDENTS IN TRAINING STATIONS

A concerted effort should be exerted by the vocational ag. teacher-coordinator to insure that the interest of both the student and the employer is considered when placing a student in a training station.

One mistake the teacher-coordinator should guard against is arbitrarily assigning a student to a training station without involving the employer. Past experiences have shown that this may lead to an undesirable situation. First of all, students do not receive the actual experience of applying for a job under realistic circumstances and secondly, if for some reason the student does not do well at the training station the teacher-coordinator must assume full responsibility.

When Should Students be Placed?

Due to the variety of programs which offer training in off-farm agricultural occupations, it is difficult to say when students should be placed in cooperative occupational education. Some students will need to be placed in the summer before entering a class where related instruction is to be offered, while others will need to be in the class for a considerable period of time before they are placed in an on-the-job training situation.

Although it is sometimes difficult to accomplish, students should receive formal instruction in certain areas before they are placed for cooperative occupational experience. The type of employment will determine to some extent the previous instruction needed. For most occupations it is desirable for students to be acquainted with the procedures of applying for a job, employer-employee relations, and a general knowledge of the nature and scope of the occupation for which they are preparing before they begin their on-the-job experience.

How Should Students be Placed?

Although there are no definite procedures in placing students in training stations, there are certain practices that should be followed. The following practices are recommended as desirable procedures for the teacher-coordinator to use:

1. Have more than one student apply for a job at a training station. This will enable the employer to have a choice and it will enable students to encounter a more realistic situation in that he knows that he is competing for a position.

2. Have the student write a letter of application. This gives practical experience to the student and at the same time enables the employer to determine if he wants to give the student's application further consideration by having him complete an application form or attend a personal interview. An example of a student's letter of application is found on page 71.

3. Help the student complete the application forms that the employer requires. If the employer does not require application forms, the teacher-coordinator may construct a sample form which students may complete for practical experience. These forms plus a personal data sheet may be given to an employer if he requires information in addition to that obtained during an interview. An example of an application form is found

on page 72. An example of a personal data form is found on page 75.

4. Ask the employer to conduct a personal interview with those students that meet his minimum requirements. This is excellent experience for the student and it enables the employer to determine which student he feels best suited for the position available. Some specific helps concerning student-employer interviews are found on pages 77 and 78.
5. The final selection of the student to be placed in the training station should be made by the employer. This will enable the employer to have the same freedom and responsibility in the hiring of student-learners as for a regular employee. In many cases the employer works directly with the teacher-coordinator in that the teacher-coordinator will supply information concerning the students if the employer so desires.
6. If a student is not selected for a job in one training station, he should then apply at another approved station which can provide educational experiences in an occupation that is available.

The General Related portion of the classroom instruction deals with the procedures for interviewing, applying for a job and other information necessary in placing students on jobs. If at all possible, this material should be taught before the students are placed for occupational experience.

______________________High School
Vocational Agriculture Department

(Sample Letter of Application)

Box 100
Farmville, U. S. A.
September 20, 1965

Mr. John McAhee, Manager
Browns Farm Implement Co.
340 Main Street
Farmville, U. S. A.

Dear Mr. McAhee:

Mr. Andrews, vocational agriculture teacher-coordinator at Farmville High School, has informed me of a vacancy in the tractor and machinery parts department of your firm. I would like to submit my name for consideration for this position.

At present, I am a student enrolled in the agricultural occupation program at Farmville High School and therefore, will be available for employment after 2:00 p.m. on school days, and the entire day on Saturdays and during the summer. I do not plan to go to college, and I plan to seek full-time employment in an agricultural firm when I graduate.

I have lived and worked on a farm all my life. Last summer I worked in the parts division of the Farmville Tractor and Equipment Co. I have served as secretary of the local FFA Chapter and scholastically, I rank in the upper fourth of my high school class.

I am interested in a career in agricultural machinery sales and recognize the value of being associated with a firm of your reputation. I would appreciate a personal interview with you at your earliest convenience so you may become better acquainted with my qualifications. I will be available for an interview after 2:00 p.m. on school days and any time on Saturdays.

I may be contacted at the above address or through Mr. Andrews at the high school. I am looking forward to your reply.

Sincerely,

John Jones

_________________ High School
Vocational Agriculture Department

APPLICATION FOR EMPLOYMENT*

Trainee Practice Form
Vocational Agriculture Occupations Training Program

____

____

PERSONAL INFORMATION

Name ____
(Last) (First) (Middle)

Address ______________________________ Telephone ______________
(Street) (City) (State)

Social Security Number ________________ Date of Birth ________________

Height _______ Weight ___________ List physical handicaps if any: __________

____

Have you ever been seriously injured on a job? _________ Explain __________

____

Did you receive compensation for the injury? _________________

Have you ever been convicted in a court of law for any violation other than traffic? _________ If so, explain ____________________

____

____

EDUCATIONAL BACKGROUND

Public School Attended: Name of School __________ City _______ State _______

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
(Circle number indicating highest grade completed)

Leadership Activities: ________________________________

____

SPECIAL SKILLS YOU POSSESS

List your fields of training ____________________

____

Machines you can operate ____________________

____

____

____

____

OCCUPATIONAL EXPERIENCE

(Start with your last position and work to the first)

1. ____________________
Exact title of position　　Name and address of employer

____
Reason for leaving

Dates of Employment From: __________ To: __________

2. ____________________
Exact title of position　　Name and address of employer

____
Reason for leaving

Dates of Employment From: __________ To: __________

3. ____________________
Exact title of position　　Name and address of employer

____
Reason for leaving

Dates of Employment From: __________ To: __________

____

____

REFERENCES

(Name)	(Title)	(Business)	(Address)

Continued from preceding page

Employer's comment

____________________ High School
Vocational Agriculture Department

(Sample Personal Data Sheet)

John Jones
Box 100
Farmville, U.S.A.

Personal Information

Age: 17
Height: 5'9"
Weight: 160
Health: Excellent
Telephone: 262-9038

Job Objective

I wish to secure a position in retail selling of agricultural products. My first preference is farm machinery and equipment sales. My second preference is in the area of agricultural chemical sales.

NOTE: State the kind of position you desire or the specific interests you have. Clearness of objective and clarity of expression are both important. State your interest fully but be as brief as possible.

Education

High School: Senior at Farmville High School
Major: Vocational Agriculture
Technical Skill: Three years vocational agriculture, with specific instruction in repair and adjustment of farm equipment and machinery, farm welding, public speaking, parliamentary procedure, animal science, and crop science.
Leadership Activities: Secretary of FFA, Treasurer of Sophomore class, member of Student Council.

Work Experience

Farmville Tractor & Equipment, Main Street, Farmville.
Worked in the parts department during the summer of 1965.
Jones Farm, Box 100, Farmville.
Worked as a general farm worker on my father's farm after school and during the summers from 1960 to 1964.

NOTE: Briefly list all the jobs or positions you have held giving the employer's name, address, title of job, and length of service. Begin with your most recent job first.

References

Mr. Neal Groves, Manager, Farmville Tractor & Equipment Co.,
Main Street, Farmville.
Mr. Gilbert Andrews, vocational agriculture instructor,
Farmville High School, Farmville.
Mr. Claude Rolloff, Box 101, Farmville.

NOTE: Obtain permission to use names. The following is acceptable if references are not listed: Appropriate business and personal references will be furnished upon request.

Some Helps Regarding Interviews*

The following is a sample of the type of information the teacher-coordinator can use to help prepare students for interviews.

The Interview

Planning for a successful interview usually begins long before the interview. After you know the firm where you are to get your work experience, you are in a position to do a little research. Find out where the company is located, who the manager is, what the company sells (including "brand name" products), its policies and organization. Ask yourself how you can fit into the firm best.

Before you leave for the interview, check your personal appearance. Dress smartly and neatly. Above all, be clean. Carry with you a portfolio of references and your personal data sheet.

When you enter the interview office, smile, and act naturally. The interviewer is interested in the real you. He will usually be an experienced person and will take the initiative throughout the interview. If he gives you a chance, offer special information about your interests and desires and your interest in the firm. Ask questions. Show interest!

Before the Interview

The following questions should be answered before the interview:

1. What kind of training do you really want?
2. Where can you go to find such training?
3. What qualifications are necessary to obtain such training?
4. Does the firm hire persons without experience for the kind of job you desire?
5. How can you best get the kind of experience you need?
6. What do you know about the firm?
7. Who is the one who does the employing?
8. Are you positive on the training you want?
9. What kind of clothes should you wear for the interview?
10. What references should you carry with you to the interview?
11. Why is it important to arrive on time for your interview?
12. Where is the exact location that the interview will take place?

---

*Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

During the Interview

The following questions should be kept in mind when the interview takes place:

1. Should you shake hands with the interviewer?
2. Should you smile?
3. If you are introduced to the interviewer, what should you say?
4. Should you sit down immediately?
5. How should you sit?
6. Where should you put materials that you have carried with you?
7. If the interviewer sits waiting for you to speak, what should you say?
8. If the interviewer asks questions, how should you reply?
9. If the interviewer makes no offer of a training position, what should you do?
10. If the interviewer makes an offer of a training position, what questions should you ask?

After the Interview

Every interview should be followed with a letter of appreciation, thanking the interviewer for his consideration and reaffirming your desire to have the training position. The follow-up letter may express your interest in the company, its products, or the kind of work involved. Remember that a prospective employer has more to decide than whether or not the applicant will fit in with his firm; he must decide who will fit the job best.

YOU MUST STAND OUT FROM THE REST. This fact alone should be enough to convince you that you must be "on your toes" and sell yourself every minute of the time you spend with a prospective employer. Remember that you are not only competing with other applicants, but you are also competing with the standards of quality that every firm establishes.

COOPERATING WITH OTHER GROUPS OR AGENCIES

The development of cooperative occupational education programs in vocational agriculture demands the close cooperation of prospective employees, state and national trade associations, organized labor and governmental agencies. It is especially important to have the cooperation of the various vocational education services.

Cooperating with Employers and Their Organizations

Most employers and the trade associations with which they are affiliated are anxious to secure better trained workers. They can be of great assistance in helping initiate and guide programs that include cooperative occupational experience. The teacher-coordinator should make every effort to inform employers of the program and solicit their help and cooperation. Without the cooperation of employers, one cannot expect to secure adequate training stations. Also, if employers have been involved in the program and have cooperated with the school, the possibility of their placing students in permanent positions when they have completed the course is greatly enhanced.

Organized Labor

Many of the students may be placed in training stations that have organized unions. In some cases, students may become members of unions and substitute in part the training and experience received in school for apprenticeship. The vocational agriculture teacher-coordinator should be familiar with the various unions in the community and the requirements for admission into the relevant unions. It is imperative that the cooperation of the unions be secured if students are to be placed in training stations with organized unions or if students are to be permanently employed in occupations which are unionized.

Governmental Agencies

Numerous governmental agencies have an effect upon cooperative occupational education programs. For instance, some are concerned with employment of young workers, wages, hours, and factors affecting working conditions. Some occupations require licenses and care must be taken to insure that student learners or graduates of the program will qualify for licensing. Cooperation with the Employment Security Agency can be very beneficial. This agency can be of help in securing permanent positions for graduates, in testing and counseling students, and in giving guidance and direction to the program.

Other Vocational Education Services

There is a great need for vocational educators in agriculture to utilize the experience of other vocational services, and to develop new ways of cooperation for the benefit of everyone. Opportunities for cooperation between vocational agriculture departments and other vocational services are numerous. Each school situation will determine those activities in which cooperation among services is feasible. The following list will provide an indication of activities which can involve cooperation between the vocational services.

1. Planning, conducting, and utilizing community surveys.

2. Planning long range course offerings.

3. Selecting students.
4. Locating training stations.
5. Securing and working with advisory committee members.
6. Teaching specialized subject matter.
7. Coordinating on-the-job instruction.
8. Determining student grades.
9. Issuing student certificates of completion.
10. Issuing certificates for recognition of the contribution of employers.
11. Planning and conducting employer-employee banquets.

This list is only an indication of the numerous areas in which cooperation among the services is possible. Cooperation will save time and duplication of effort as well as provide a stronger program by involving broader participation in the planning and conducting of individual programs. Since most of the cooperative occupational education programs in agriculture will be developed in schools served by other vocational services, the need for an understanding of their purposes as well as formulating definite plans and procedures for achieving common goals is imperative.

DEVELOPING TRAINING PLANS

The employment of a student in a job does not necessarily insure that the student will receive training and that the experience will be educational in nature. A desirable cooperative occupational education program consists of deliberate efforts to prepare a student for job competence. It includes a direct progression of jobs, experiences, operations, or processes. The vocational agriculture teacher-coordinator has the responsibility to see that the work accomplished by students placed in a cooperative occupational education program is educational in nature and not mere work experience. To insure that the student's on-the-job experience will be truly educational, a training plan must be developed.

The training plan consists of a listing of the activities in which the student should be engaged while working at the training station. Opposite this there should be a listing of the subject matter that should be dealt with in the related instruction at school. Space is provided so that a record of progress can be kept of the on-the-job experiences and a grade or completion mark can be recorded for the related instruction. All activities considered essential to the occupational training should be included in the training plan.

Purpose and value of training plans

The primary purpose in developing a training plan is to determine in advance what activities the student is to participate in while on the job. This then serves as a guide to those involved in the training to see that these experiences are provided. The vocational agriculture teacher-coordinator and employer should refer to the training plan frequently making certain that the student-learner is receiving the experiences previously agreed upon.

The training plan also is valuable to the teacher-coordinator. It enables him to understand job requirements and specifications, to determine the value of a training station, to help select students for specific occupations, and to compare the proposed on-the-job experiences with those actually being practiced.

Through the training plan the student knows what will be expected of him. He can then better understand the objectives and scope of his chosen occupation.

Training plans remind employers of the breadth and depth of training that is to be provided the students. It is also most valuable to an employer to know what related instruction is being provided at the school.

Developing Individual Training Plans

One of the most important steps in the proper establishment of a training station is that of preparing a written plan of training. The development of a step-by-step training plan for a particular student will aid the student in determining his ultimate vocational objective and deciding what competencies he must develop. Through the use of a training plan the employer also becomes more definitely aware of the student-learner's occupational goal and is encouraged to lead him toward his objective by providing adequate work activities and on-the-job instruction.

Student-learners, because of a wide range of capabilities and career objectives, will vary in the amount of experiences they can be exposed to on the job. Some training stations can provide, and some student-learners need, only two or three types of experiences. Other training stations can provide, and some student-learners because of being high achievers and because of top-level career objectives will need, six or more areas of experience on the job. Before accepting a particular training station, the teacher-coordinator should be satisfied with the possibility of obtaining the variety of experiences consistent with the needs of the student.

Training plans should be developed for each student placed in cooperative occupational education. This plan should be based upon the ability of the student, the type of occupation, the conditions at the training station, and the length of the occupational experience period.

Training plans should be developed cooperatively with the school (teacher-coordinator), the employer, and the student-learner. In some cases, experience may be gained by students in occupations which are not completely familiar to the teacher-coordinator. The information necessary in preparing training plan should be obtained through personal interviews with the employer or the person responsible for the on-the-job instruction.

When developing training plans, the following procedures may be helpful:

1. The teacher-coordinator must thoroughly explain to the employer and the student-learner the purposes of a training plan and the procedures for developing one.

2. The teacher-coordinator, employer, and the student-learner cooperatively list the skills, attitudes, and information needed for a successful career in the student-learner's chosen occupation.

3. The teacher-coordinator, employer, and the student-learner develop a list of activities, knowledge and skills that will contribute to the student-learner's occupational goal.

4. The teacher-coordinator should assume the responsibility for preparation of the final plan.

Sample Training Plan

On the following page is an example of a training plan developed for a student training to be an elevator employee. Another sample of a different type of training plan is found in Appendix L, p. 149.

____

____

Agricultural Occupations Tentative Training Procedure
(Elevator Employee)

Training Station____________________ Student's Name_______________________

Job Assignment____

Student's Career Objective____

Where Learned		
In Class	On Job	(Order of training to be determined by elevator)
		I. Learning and performing elevator system and routine of mechanical details
		1. Rules and regulations
		2. Personal conduct on the job
		3. Fill out elevator forms and records
		4. Operation of the cash drawer
		5. Sales tickets, cashiering, etc.
		6. Elevator services
		7. Charge and check identification & authorization
		8. Elevator credit plans
		9. Elevator organization
		10. Housekeeping duties
		11. Operation of elevator equipment--scales, grinders, rollers, dryers, moisture testing devices, etc.
		12.
		II. Warehouse or storehouse procedure
		1. Rotating stock--placing and storing merchandise
		2. Keeping stock
		3. Taking monthly inventory
		4. Filling records
		5.
		III. Receiving room procedure
		1. Filing claims for damaged merchandise
		2. Reporting on overdue merchandise and shipments
		3. Receive and check merchandise
		4.
		IV. Feed manufacturing
		1. Labeling and sewing of feed bags
		2. Determining feed contents
		3. Filling of feed bags
		4.

In Class	On Job		
		V.	Display
		1.	Arrange sacks and interior displays
		2.	Revolving of material in displays
		3.	
		VI.	Advertising
		1.	Familiarity with advertising
		2.	Evaluation of the effectiveness of advertising
		3.	
		VII.	Customer relations
		1.	Approach and greet customers
		2.	Present and show merchandise
		3.	Meet objections and close sales
		4.	Suggestion selling
		5.	Handle telephone orders
		6.	Handle adjustments and exchanges
		7.	
		VIII.	Unit control system
		1.	Keep a running inventory record for bulk feed
		2.	Report unit sales to office for inventory
		3.	
		IX.	Buying and merchandising
		1.	Determining what to reorder
		2.	Interpreting consumer preferences
		3.	Procedure and use of special orders
		4.	Maintain a want list
		5.	
		X.	Expense control
		1.	Know own selling costs and significance
		2.	Conserve supplies
		3.	Prevent shortages
		4.	Determine causes for goods returned
		5.	
		XI.	Supervisory
		1.	Break in a new employee
		2.	Shoplifting
		3.	

In Class	On Job	
		XII. Merchandise information
		1. Learn location of the stock
		2. Merchandise facts related to customer benefits
		3. Care
		4. Attend district or regional information meetings
		5. Attend local meetings on products and training
		6. Read publications on products
		7.
		XIII. Safety
		1. Safe use of products
		2. Safe storage of products
		3. Personal safety on the job
		4. Fire safety
		5.
		XIV. Other
		1.
		2.
		3.
		4.

DEVELOPING SUPERVISED EXPERIENCE AGREEMENTS

Since students, employers, parents, school administrators, and teacher-coordinators all have important roles to play to insure that cooperative occupational experience is successful, each should be familiar with his responsibilities. These responsibilities can best be understood and agreed upon by developing a written supervised experience agreement. This agreement should be completed as soon as the student is placed in the training station.

What to Include

The following items should be included in a training agreement:

1. Name of employer or person in charge of student while working at the training station.

2. Number of hours to be worked per week.

3. Hours of the day on-the-job occupational education is to be provided.

4. Beginning wage.

5. Responsibilities of the student.

6. Responsibilities of the parent.

7. Responsibilities of the teacher-coordinator and the school.

8. Responsibilities of the employer.

Sample Training Agreements

A sample supervised experience agreement is found on the following page. Another sample of a slightly different nature is located in Appendix G, p. 144 and Appendix M, p. 150.

An example of a training agreement that also can be very easily adapted to cooperative occupational education is found in Records of Supervised Occupational Experience and Training in Vocational Agriculture, French-Bray Printing Co. p. 7.

SUPERVISED EXPERIENCE AGREEMENT

____
School

School Year 19___, 19___

Name of Business__________________________ City__________________________

Address__________________________________ Telephone Number_______________

Student-Learner____________________________ Telephone Number_______________

Occupational area to be taught____

Name and positions of on-the-job instructors:

1.________________________________/ ___________________________________

2.________________________________/ ___________________________________

On the job_______ hours per week. In school__________ hours per week.

Beginning Wage Rate__________

1. The student-learner shall work at least 10 hours per week.
2. Maximum hours shall not exceed _____ hours per week.
3. The student-learner shall conform to all local, state and federal regulations.
4. Either party may terminate this agreement for just cause.
5. The student-learner shall progress from job to job in order to gain experience in all phases of the occupation.
6. Work standards shall be the same as for other beginning employees.
7. The student-learner shall conform to all regulations of the establishment and the school.
8. If the student-learner drops out of the school, he shall not be employed by the training center for a period of at least 90 days.
9. The employer and the student-learner shall keep all necessary records.
10. Passing grades shall be required to remain eligible for this program.
11. The student-learner shall be employed throughout the school year.
12. The student-learner and/or parents are liable in all accidents enroute to and from work.
13. Other:

Student-learner	Employer
Parent or Guardian	Coordinator
School Administrator	Chairman, Advisory Council

Note: It is recommended that a rotation schedule be put back of the Supervised experience agreement. This may ensure that the training station supervisor will see that the student-learner gains experiences in each of the areas.

TEACHING RELATED INSTRUCTION[2]

In designing related instructional patterns, it is important to recognize the fact that different combinations of skills and conceptual training exist. For example, in some industrial trades and occupations or agricultural occupations, the manipulative skills are predominant. The training station can be relied upon to teach most skills, but the related technical and conceptual information must be taught in school. On the other hand, manipulative skills in distributive occupations (including agricultural distribution) play a minor role; however much school instruction is necessary to teach merchandising concepts and judgment skills, while the job serves as a laboratory in which to try out, test and apply such concepts. The office occupations involve many manipulative skills, but unlike industrial occupations, the skills generally must be developed under controlled practice conditions in school rather than left to the job.

The whole rationale of teaching-learning in cooperative education is quite different from that applied to other areas of the secondary school curriculum. With most in-school instruction, even in vocationally oriented programs, the classroom work proceeds on certain assumptions: (1) that the learnings will be used on the job after graduation and, therefore, there is time to present topics according to a logical pattern of development; (2) that students are preparing for a general family of occupations and need little or no instruction for a specific job title; and (3) that there is little or no opportunity to test the application of classroom instruction to business operations because the students are not employed. On the other hand, the theory of cooperative education recognizes the individual student's need for specific instruction. Further, the theory recognizes that in cooperative occupational education, the instruction of the student-learner occurs in two places, the school and the job, in a correlated manner. The key to instruction is correlation which emphasizes that:

1. Instruction both in the school and on the job is organized and planned around the activities associated with both the student's individual job and his career objective.

2. The concepts, skills and attitudes basic to occupational competencies are taught as principles in school but are applied and tested on the job.

3. Instruction is correlated continuously, whereby the sequence of instructional topics in school is similar to the sequence of the student's job activities rather than the topics being presented according to the logic of textbook order or other logical patterns associated with traditions of the subject matter taught.

4. There is recognition that each student's learning problems differ because his job activities are unique and therefore, he has a different pattern of training needs. This means that part of the time, the in-school instruction must be individualized by:

---

[2] Ralph E. Mason, Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum. (Illinois: The Interstate Publishers and Printers, Inc.)

(a) Using group instruction but individualizing the assignment so that each student applies the learning to his own job and reports on its validity.

(b) Using individual study assignments such as projects, job study guides and individual reading assignments.

Commonly, in a diversified occupations program (one that involves student-learners in agricultural, office, industrial, distributive, and health occupations), related instruction may be handled in one of several ways. In one pattern, all student-learners are enrolled in a single period related class or a double period related class which comprises all of their related instruction which is needed by all students regardless of their occupational goals. Group instruction is possible on this phase of instruction since all students will be covering the same material in class. The other portion of this class is devoted to individual instruction on the technical content needed by each student.

Group instruction is not possible in these technical content areas because the student-learners are in many different occupations, and, therefore, have different needs. The teacher-coordinator relies on individual study assignments, using study guides prepared for that particular occupation. The problems in this type of instruction arise from the fact that heavy reliance is placed on each student's ability to profit from individual study. Instructional materials and study guides must be obtained for each occupation. The instructor's inexperience or lack of training in many subject matter areas creates problems in teaching, supervision of individual study and evaluation of individual projects.

Another pattern which may be used in cooperative occupational education program allots one period per day to instruction in general related information, with all cooperative student-learners enrolled in the same class. The students are then enrolled in another class, where the course content is related to their occupational choice, where they receive specific related instruction. For example, an office trainee might be in office practice or advanced shorthand, a tractor mechanic might be in an agricultural mechanics class, and a waitress might be enrolled in a home economics class. The problem with this arrangement is that each trainee is in a class in which non-cooperative students are enrolled and in which the teacher is not acquainted with the trainee's specific job needs.

COORDINATION

The objectives of coordination in a cooperative occupational education program is to correlate all the helpful agencies and factors that contribute to the successful educational experiences of students. Many people are confused concerning the actual duties of coordination. Some suppose that it only involves the visitation of training stations to see if the student-learners are working. An adequate job at coordination involves many duties. Some of the duties of the teacher-coordinator associated with coordination are:

1. Placement of students in satisfactory jobs
2. Follow-up of trainees after placement
3. Contacts with employers to establish cooperative relationships
4. Assistance in making analysis of various occupations
5. Assistance in developing training plans
6. Conferences with students
7. Contacts with advisory committees
8. Checking student-learner rotation on the job
9. Evaluating student progress
10. Contacts with employers, labor groups and school administrators regarding the functioning of the overall program
11. Relationships with vocational counselors or guidance counselors.

Coordinator's schedule

The amount of time a teacher-coordinator would devote to the coordination of cooperative occupational education during the regular school day depends upon many factors. Sufficient time must be allotted during regular school hours for coordination. Since the teacher-coordinator has a vital role in student guidance, at least one period per day should be free for student conferences.

In order that the greatest benefit can be derived from the teacher-coordinator's activities, he should budget his time in such a manner that he will not be apt to overlook or neglect any one of his many duties. The teacher-coordinator can generally utilize his time most efficiently by planning a weekly schedule. This will not only enable him to discharge his duties in a more effective manner, but will also establish a routine which will enable students, parents, school officials, teachers, and employers to contact him with a minimum of delay.

It is realized that the schedule will vary according to the time of year. For instance, at the beginning of the school year most of the time will be consumed conferring with employers, committee members, students and parents. Whereas, at the close of the year much more time will be spent at school completing student grades, records and reports.

Supervision-Coordination of Students at the Training Station

Periodic visits to training stations are necessary for the operation of an efficient program. They are valuable in correlating classroom instruction with on-the-job training, in making comparisons between actual work accomplished with the training plan content, and in evaluating student progress on the job.

Since each training situation differs, it is not practical to specify an exact number of visits to each training establishment. It is necessary tc make more frequent visits to some places of employment than to others. On the average, however, the teacher-coordinator should visit each training station once every two weeks.

Following is a list of information to gather when the coordinator makes a supervisory visit.

1. Is the employer satisfied with the student?
2. What is the student's attitude toward his job, employer, fellow workers?
3. Is the student's progress in accord with the training plan?
4. Is adequate instruction being given on the job?
5. Is the student satisfied with his training?
6. What related instruction is urgently needed?

When supervising the student at the training station, the teacher-coordinator will undoubtedly be confronted with problems. Most of the problems arise due to a misunderstanding of the student's or employer's responsibilities. The coordinator cannot eliminate the possibility of problems arising but he can reduce their numbers by making sure those concerned understand the objectives and procedures of the program.

The following is a list of difficulties which may arise:

1. The employer expects too much of a beginner.
2. Student-learners may claim the rate of pay is too low for work being performed.
3. Student-learners do not know what their duties or responsibilities are.
4. The student has friends visit him while on the job; thus causing inattention to business.
5. The employer fails to provide adequate training.
6. The employer expects work from the student at irregular hours.

When supervising students, it is appropriate that the employer be made aware of the visit. It is a simple courtesy to clear the visit through the person in charge. If the employer wishes to discuss something personal about the student, it is best to hold the conferences away from the student's work area.

The following is a list of "Do's" and "Don'ts" to follow when visiting training stations.

DO

1. Be alert. Observe what is going on without appearing to "snoop."
2. Be friendly with everyone without fraternizing.
3. Show an interest in the work in progress. Be curious and ask questions if the opportunity presents itself.
4. Make notes on items which may be used for a conference with the student or for study assignments.
5. Be quick to sense the employer's desire to terminate a conference.

DON'T

1. Don't call attention to errors, bad practices, unsafe conditions, and the like while visiting the student. Do so in private conference.
2. Don't try to demonstrate to a student how to do a job to which he is assigned.
3. Don't pose as an expert or authority on any matter concerning the work going on.
4. Don't request a conference with the employer when he is obviously too busy.
5. Don't engage in so-called "friendly" arguments on controversial questions.
6. Don't interrupt or interfere with the student's work.
7. Don't permit a visit to degenerate into a "bull" session with the employer or employees.
8. Don't appear to be loafing or just "passing the time of day."
9. Don't handle tools, machines, or equipment unless invited to do so.

Visitation Record

It is impossible to remember all the things observed while visiting students without recording them. This can be accomplished by recording specific points in a "little black book" or better yet by constructing a visitation record sheet. A visitation record sheet has the advantage that it can be placed in the student's folder kept by the teacher-coordinator. This sheet should be filled out immediately after making the visit. If at all possible, avoid making written comments during the actual visit. An example of a teacher-coordinator's visitation record sheet is found on page 95. Another variation of this form can be found in Appendix N, page 152.

The vocational agriculture teacher-coordinator should also keep a record of all visits made monthly. This will provide the information necessary when making reports to the school administration or school board. An example of a monthly visitation report can be found on page 96.

TEACHER-COORDINATOR'S VISITATION RECORD

Training Center________________________ Official Contact________________________

Trainee____

Date______________________ Time of Visit______________________

POINTS TO OBSERVE COMMENTS

1. Condition surrounding the establishment.
2. Attitude of other employees toward teacher-coordinator and trainee.
3. Specific operation in which trainee is engaged.
4. Immediate related subject matter needed.
5. Personal appearance of the trainee.
6. Apparent interest of trainee in work.
7. Apparent interest of employer in trainee.
8. On-the-job instruction being given.

MONTHLY VISITATION REPORT

MONTH	NAME	PURPOSE FOR VISIT	ACCOMPLISHMENTS	MILEAGE
DATE				

EVALUATION OF STUDENT PROGRESS

Evaluation of student progress is the joint responsibility of the teacher-coordinator and the employer. Since the on-the-job experience of students enrolled in cooperative occupational programs is a definite part of the total program, a means should be developed enabling the employer to rate the student-learner. The teacher-coordinator should have little trouble in determining the progress made by students in the related instruction at school; however, the evaluation of the on-the-job performance should involve the employer. Employers should be encouraged to evaluate students at least bi-weekly, and possibly more often if the coordinator deems it necessary.

To help measure a student's progress on the job, it will be necessary to devise an evaluation form. In most instances, employers have had no experience in completing evaluations of this type. They are not familiar with the grading system used at school and therefore the form should be constructed so that the employer can easily understand it. Forms constructed enabling the employer to check selected traits or characteristics are the most accurate. It should be pointed out here that employers are frequently prone to rate students higher than their actual progress warrants. The teacher-coordinator should reconcile his own rating of the student for the purpose of arriving at an equitable grade consistent with local school policy. It is extremely important that the teacher-coordinator fully explain student-learner evaluation to the employer. It should also be impressed upon the employer that he is to evaluate, or rate, the student-learner and the teacher-coordinator will assign a grade to the student.

There is no prescribed method for distributing and collecting evaluation forms. However, there is a definite advantage in taking the form to the employer in person and, if possible, having him make his evaluation while the coordinator is present. This affords an opportunity for the two to discuss the strong and weak points of the student.

The sample evaluation forms on the following pages gives an indication of the way forms of this type can be constructed and the various items that may be used. Additional forms constructed in a different manner are included in Appendices H, I and Q. The teacher-coordinator should select those characteristics that are most applicable to his situation and then construct an evaluation form which is designed for the type of program he has in operation. A teacher-coordinator may get valuable advice from the advisory committee or from one of the employers in the formulation of a good rating scale.

It should be noted that there is a very good reason for including samples of several evaluation forms. The feeling is that if the type of evaluation form is varied, an employer is more apt to take the time to thoroughly read each item and will arrive at a more honest evaluation of the student. If the same form is used every time, it then becomes very easy for the employer to just go down the line and check the same place each time.

EMPLOYER'S EVALUATION FORM

Time in business is valuable, but time spent rating your student trainee will help both your firm, the student, and the high school to develop future business men and women who understand the business world. A few minutes of serious consideration by the trainee's immediate supervisor is all that is required. This rating gives us a realistic estimate of the ability and characteristics of the student and will aid the student to understand those areas which require improvement, and help you evaluate the value of our training program.

1. Use your own judgment.
2. Disregard your general impression of the employee and concentrate on each factor.
3. Study carefully the DEFINITIONS and the specifications for each rating.
4. Recall to mind instances that are TYPICAL of his work--don't be influenced by unusual cases which are not typical.
5. Talk it over with the employee--show him the areas in which improvement is required.

QUALITY OF WORK	Does not care, work inferior in many respects.	Work is usually passable-regularly requires reminder to do a good job.	Usually does a good job, seldom makes errors.	Consistently an excellent job-errors very rare.
QUANTITY OF WORK	Slow, output below minimum requirements.	Turns out the required amount of work-seldom more.	Fast, usually does more than is expected.	Exceptionally fast, efficient unusually high.
ADAPTABILITY	*Easily learns* new duties--quickly meets changed conditions.	Grasps new ideas if given a little time, adjusts to new conditions.	Routine worker, requires detailed instructions on new duties and procedures.	Slow to learn, requires repeated instructions, unable to adjust to change.
JOB KNOWLEDGE	Proficient on job, makes the most of experiences. A SELF-STARTER.	Rarely needs assistance, but asks for it to save time.	Knows job fairly well, regularly requires supervision and instruction.	Job knowledge limited, shows little desire or ability to improve.

DEPENDABILITY	Requires frequent follow-up even on routine duties, apt to put things off.	Generally follows directions, but needs occasional follow-up.	Conscientious follows instructions with little need for follow-up.	Reliable, on time-does what you want and when you want it.
ATTITUDE Attitude toward his job, his company and co-workers.	Exceptionally good team worker, loyal. A real customer's "man".	Meets others half way and goes out of his way to cooperate.	Usually cooperates, but reluctant to accept new suggestions and try new ideas.	Cooperates only when required. Little interest in the job.

1. In your opinion, is this employee working in the area best suited to his ability? If not, do you feel there is another field in which he might be better suited?

____

____

2. What especially desirable good traits does the trainee have?

____

____

3. Along what lines do you feel that the trainee needs improvement?

____

____

4. What is his personal appearance? Is his appearance suitable for his position?

____

____

5. Write here any additional comments, good or bad, which you feel have not been covered.

____

____

____

Firm Name ______________________ Date ______________________

______________________ (Signed)

EMPLOYER'S EVALUATION FORM

STUDENT_____________________________ DATE______________________________

FIRM NAME___________________________ RATED BY____________________________

DIRECTIONS: Please circle one of the numbers (from 1 through 5) opposite each of the five factors in the left-hand column which you think nearest indicates the student's rating for the past six-weeks school period.

FACTORS:

1. UNSATISFACTORY (Has made almost no progress)
2. BELOW AVERAGE (Has progressed in only a few phases of his training)
3. AVERAGE (Has made average progress in his training)
4. ABOVE AVERAGE (Has advanced beyond expectations)
5. EXCELLENT (Exceptional progress made)

PROGRESS	Has he advanced in skill and knowledge during the past 6 weeks?	1	2	3	4	5
INITIATIVE	Can he originate and carry through on ideas?	1	2	3	4	5
RELIABILITY	Can the student be depended upon in his work?	1	2	3	4	5
WORK ATTITUDE	Does he have a good attitude toward his work?	1	2	3	4	5
COOPERATION	Does he work well with others?	1	2	3	4	5

ADDITIONAL REMARKS:

____
(Signed)

EMPLOYER'S EVALUATION FORM

STUDENT ______________________ DATE ______________________

FIRM NAME ______________________ RATED BY ______________________

DIRECTIONS: Please check the square that best indicates the student's rating for the past six-weeks period.

Qualities	Explanation	Unsatis-factory	Satis-factory	Above Average	Out-Standing
APPEARANCE	Grooming				
	Poise				
MENTAL ALERTNESS AND FORCE	Alertness in grasping instructions				
	Force in carrying them out				
COOPERATION	With executives				
	With co-workers				
INITIATIVE	Readiness to assume responsibility				
	Readiness to do extra work				
PERFORMANCE	Quality of work including accuracy				
	Quality of work (production)				
ATTITUDE	Tact and courtesy				
	Enthusiasm for job				
ATTENDANCE	Regularity				
	Punctuality				

ADDITIONAL REMARKS:

____
(Signed)

EMPLOYER'S EVALUATION FORM

STUDENT____________________ DATE____________________

FIRM NAME____________________ RATED BY____________________

DIRECTIONS: The 'Skills Acquired' are to be listed by the student learner. The employer will check the skills learned.

SKILLS ACQUIRED	SKILLS LEARNED
1.____________________	____________
2.____________________	____________
3.____________________	____________
4.____________________	____________
5.____________________	____________
6.____________________	____________
7.____________________	____________
8.____________________	____________
9.____________________	____________
10.____________________	____________
11.____________________	____________
12.____________________	____________
13.____________________	____________
14.____________________	____________
15.____________________	____________
16.____________________	____________
17.____________________	____________
18.____________________	____________

____________________ ____________________

(Signed) Trainee (Signed) Employer

INSTRUCTOR AND STUDENT RECORDS

Certain records are essential for any sound educational program. The need for the maintenance of adequate records is especially important in cooperative occupational education programs. It is also important that a reporting system be developed that will keep local and state officials appraised of the program accomplishments.

The teacher-coordinator must make certain that there is on file a current address for all former students. This is of utmost importance if any type of follow-up can ever be successfully conducted.

Instructor Records

It is recommended that the teacher-coordinator keep the following records:

1. A permanent record for each student enrolled. See the example on pages 104 and 105.
2. Employers' evaluation of students
3. Supervision-coordination reports
4. Copies of individual training plan
5. Copies of individual training agreement
6. Completed student records
7. Evaluation forms

Student Records

It is essential for students to keep a record of hours worked and wages earned. The publication entitled Records of Supervised Occupational Experience and Training in Vocational Agriculture published by the French-Bray Printing Company is designed so that it is applicable to students enrolled in cooperative occupational education programs. Some teacher-coordinators may wish to construct their own individual record system. This would include a form for the weekly record of the students' activities and a form which records the hours worked and wages received by students during the training period. An example of a weekly student record form is found on page 106. An example of the student record of hours worked and wages received for the entire training period is found on page 109. A sample student progress chart may be found on page 110. Examples of other student forms which may be utilized are found on pages 112 and 113.

__________ High School
Vocational Agriculture Department

RECORD IN VOCATIONAL AGRICULTURE*
(Training in Off-Farm Agricultural Occupations)

Name__________________________________
Last First Middle

Year (entering training)__________ Age then______ Date of birth__________ Adress______________
Parent or Guardian____________________ Size of Family________ Owner/ Renter________ Acres in Farm_______ Distance from school__________

Farming Programs Completed in Vocational Agriculture

First Year, 19__	Second Year, 19__	Third Year, 19__
Total labor earnings $__________	$_______	$_____

School Record

A. Subjects taken: Indicate by asterisk (*) subjects taken after enrolling in courses in agricultural occupations.

Freshman			Sophomore			Junior			Senior		
Subject	C	GR	Subject	C	GR	Subject	C	GR	Subject	C	GR
Days Absent_____			Days Absent_____			Days Absent_____			Days Absent_____		

---

*Adapted from the material for conducting pilot programs in off-farm agriculture in Kentucky.

Continued from preceding page

B. Scores on Regular School Test

1. IQ - - - - ____________
2. Reading - - ____________
3. ____________ ____________
4. ____________ ____________
5. ____________ ____________
6. ____________ ____________
7. ____________ ____________

C. Departmental Evaluations in Agricultural Occupations

	At Beginning of Training Program		At End of Training Program	
	Date	Score or Evaluation	Date	Score or Evaluation
1. Employer Evaluation				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Placement for Training

Year	Name & Address of Firm	Name of Supervisor	Total Hrs. Worked	Salary	Evaluation of Performance

Record After Leaving School

Year	Firm Employed by, Address	Job in Firm	Continued Education	Evaluation
19__				
19__				
19__				
19__				
19__				

__________________High School
Vocational Agriculture Department

WEEKLY ON-THE-JOB EXPERIENCE RECORD

Student________________________________ Week # ____________________

Occupation____________________________ Employer____________________

Work Schedule

	M	T	W	Th	F	S
From						
To						

DATE (mo. and day)	TOTAL HOURS		TYPE OF WORK DONE	ON-THE-JOB Instruction Received
	Hours	Min.		
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total hours worked this week			Total hours worked to date____________ Total salary this week $____________ Total salary to date $____________	

COMMENTS:____

Name of Person who would always know your Mailing Address:

Name______________________________ Address______________________________
Phone No.___________

Class Schedule

1st_________________________________

2nd_________________________________

3rd_________________________________

4th_________________________________

5th_________________________________

6th_________________________________

7th_________________________________

Miscellaneous Information:

Name________________________ Age________________ School Year__________

Occupation____

Parents Name________________________ Address________________ Phone Number________

Person who will
always know
your address________________________ Address________________ Phone Number________

Employer____________ ________ Address________________ Phone Number________

Length of time employed --- Start__________ End__________

Beginning Wage______________ Present Wage______________

Number of Hours Worked______________ Total Earnings______________

Coordinator's Comments*

S-1B

Name________________ Age________

School Year__________

Occupation________________________

STUDENT LEARNER EMPLOYMENT AND WAGE RECORD
for____ Semester____

______________________________	______________________________
Trainee	School
______________________________	______________________________
Occupation	Training Center
______________________________	______________________________
Person Responsible for Training	Length of Training Period

Hours:	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
In School	_____	_____	_____	_____	_____	_____
Training Center	_____	_____	_____	_____	_____	_____

Beginning Wage $______ per hour

Weekly Record of Hours Employed and Earnings

To be completed each Monday

Date & Week	Hours Employed	Rate per hour	Total Wage	Social Security Tax	Income Tax	Net Income

Average Semester Wage $____________ Total Wages $__________

PROGRESS CHART.

STUDENT'S NAME______________________________ SEMESTER____________ DATE__________ 19__

PLEASE CHECK THE WEEK SKILL IS PERFORMED

JOB BREAKDOWN																			

FOLLOW-UP OF STUDENTS UPON GRADUATION

Schools providing cooperative occupational education programs should maintain an organized system of "following-up" students after graduation. This would include such activities as helping students locate permanent positions, keeping a record of students' employment, and other pertinent information on all former students. One of the most important ways to evaluate the success of a vocational program is to determine the number of students who have entered the field of work for which they have been trained.

A basic follow-up, concerning each student, should be conducted each year. A follow-up of this type would keep addresses current and would also show the employment status of the individual. Five to ten years (preferably ten years) after graduation a follow-up in depth should be conducted. This follow-up would provide more accurate information on the relationship of employment to their career objective. Also, a person is more apt to move or be less permanently employed in an occupation, or an occupational cluster, than he would be at the end of one to three years.

There are various methods of conducting a follow-up of students. Some of these methods are:

1. Mail each graduate a questionnaire

2. Telephone interview

3. Personal interview

The method of follow-up used will be determined primarily by where the student is living. A telephone or personal interview would be an excellent method of following up those graduates who still live in the local community. The questionnaire, while being the easiest to administer, does present some problems, mainly that some will never be returned. The information gathered by interview or questionnaire should be transferred to a more permanent record. An example of a permanent follow-up report may be found on the following page.

_______________High School
Vocational Agriculture Department

FOLLOW-UP REPORT*

Name____
Last First Middle

Year (Entered Vo. Ag.) ____ Date of Birth________ Place of Birth_________

Address______________________ Parents or Guardian______________________

Size of Farm_________ Owner/Renter_________ Direction and Distance from School_________

Brother or Sister_________________________ Address____________ Ph.______

Uncle or Aunt_____________________________ Address____________ Ph.______

Close Friend (same age or older)__________ Address____________ Ph.______

Photo

Record of Vocational Agriculture Training

School Year	Name of Enterprise or Job Title	Scope	Hours of Labor	Total Receipts	Total Expenses	Profit or Loss or Payment for Labor	Leadership Activities	Responsibility or Participation	Scope Number Amount

---

*Adapted from the 1965 Workshop Report of the Agriculture Occupations Institute Held at Oklahoma State University.

Continued from preceding page

Year	Earnings from Supervised Farm Training	Earnings from Other Supervised Training	Total Earnings from Supervised Training Program	Investment in Farming Jan. 1	Net Worth Jan. 1
New Student 19__ 19__					
Freshman 19__ 19__					
Sophomore 19__ 19__					
Junior 19__ 19__					
Senior 19__ 19__					

Record After Leaving High School

Year	Occupation	Type of Job	Continued Education			Leadership Activities	Responsibilities or Participation	Scope Amount Number
			Adult or Young Farmer	College Field	Other			

EVALUATION OF COOPERATIVE OCCUPATIONAL EXPERIENCE

All sound educational programs should be evaluated periodically. This will help determine whether or not the objectives of the program are being met and will also serve as a basis for making adjustments in the program.

Who to Involve

Evaluation of cooperative occupational education should involve those affected by the program. The following list indicates some of the personnel that should be involved in evaluating the program:

1. Present students. (See the sample appraisal form on page 116.)
2. Former students. (See the sample appraisal form on page 118.)
3. Employers. (See the sample appraisal form on page 120.)
4. Advisory committee members.
5. School administrators.
6. Local businessmen
7. State Vocational Agriculture Consultants.
8. State Vocational Needs Analyst

Additional evaluation forms can be found in Appendix Q, p. 162.

Items to Consider

The evaluation of cooperative occupation education should include items considered in the evaluation of any educational program. The following specific questions can be asked to help the teacher-coordinator decide how successful his efforts have been.

1. Has a written local policy statement been developed to help administer the program?
2. Does the advisory committee meet regularly and make concrete contributions to the program?
3. Has a survey of the appropriate agricultural businesses and industries been conducted?
4. Have systematic and comprehensive efforts been made to promote the program to students, school personnel, and the public?
5. Has there been a well-planned and systematic method utilized in selecting training stations?
6. Has a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers and meets students needs been utilized?

7. Has a concerted effort been exerted by the teacher-coordinator to insure that the interest of both the student and the employer are considered when a student is placed for employment in a training station?

8. Has a written training plan which lists the learning activities the student should engage in at the training station been developed and has it served as a guide to the employer in offering on-the-job instruction and to the teacher-coordinator in planning and teaching related instruction?

9. Has a written agreement between the school and the employer been developed and does it list the specific responsibilities of the parties or individuals involved?

10. Have adequate and appropriate facilities and equipment been available?

11. Has sufficient instructional material been provided the teacher-coordinator and has reference material related to the occupations in which students are being trained been provided?

12. Has the teacher-coordinator used an organized and systematic plan for supervising and coordinating stations?

13. Have employers provided the students with adequate instruction and supervision?

14. Have adequate records and reports been maintained?

15. Has achievement in both the classroom and on the job been considered in evaluating the students?

16. Has the school maintained an organized system for following-up students after graduation?

____________________High School
Vocational Agriculture Department

STUDENT APPRAISAL*

Your name____________________________ Age___ Sex___ Grade___ Date________

1. List the firm and occupation in which you received on-the-job training.

	Name of Firm	Occupation	Months of Service
a.			
b.			
c.			
d.			

2. What are your plans for next year? (Check one)

a. High School________
b. Trade School_______
c. College____________
d. Employment__________
e. Farming_____________
f. Others (list)________

3. How valuable was the on-the-job training to you? Very valuable_____ Some value_____ Little Value_____ How could it be improved?____________
____

4. How valuable was your related classroom instruction to the work you did? Very valuable_____ some value_____ Little value_____. How could it be improved?____

5. How important was the opportunity to earn money while you were still in school? Very important_____ Some importance_____ Not important_____.

6. How could the on-the-job training have been made more valuable to you?____
____
____

7. What topics covered in the related classroom instruction helped you the most?____

8. What non-agricultural school subjects were of most benefit to you? ______
____

9. Did you receive enough assistance from your teacher-coordinator? Yes_____ No_____. How could he have helped more?_______________________________
____

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

Continued from preceding page

10. Did you receive enough assistance from your on-the-job employer instructor?
Yes____ No____. How could he have helped more?__________________________
____

11. Could your other teachers at school have helped you prepare for the job or jobs in which you were employed? Yes____ No____ If yes, explain_______
____

12. Would you have continued high school without participating in this program?
Yes_____ Probably_____ Probably not_____ No_____.

13. For which students would you recommend this program?

All students__________
College bound_________
Non-college bound_____
Undecided students______
Possible dropouts_______
Others (list)___________________

14. How would you recommend that students be selected for this program?

15. What changes would you make in the overall agricultural occupations program?

16. List ways the agricultural occupations training program has benefited you.
a.____
b.____
c.____
d.____
e.____
f.____

17. In what ways do you feel that agricultural occupations training program may help you in the future?
a.____
b.____
c.____
d.____
e.____
f.____

____________________High School
Vocational Agriculture Department

FORMER STUDENT APPRAISAL*

Name______________________________________ Date_________________________

1. List the occupations in which you received training during your participation in the agricultural occupations program.

Name of Occupation	Name of Firm	Duration of On-The-Job Instruction (Months)

2. List the jobs you have held since graduation from high school. (Include months of military service and unemployment.)

Job Title	Name of Firm	Length of time (months)

3. Did agricultural occupational training help you to obtain a position or advance in any of the items listed below? Yes____ No____ If yes, check those that apply.

( ) a full-time job ( ) a part-time job
( ) a military service rating ( ) further education

4. Did your agricultural occupations training help you in any of the educational advancements listed below? Yes____ No____ if yes, check those that apply.
( ) high school ( ) trade school
( ) junior college ( ) four-year college
( ) other (specify)_________________________________

5. Please rate your agricultural occupations on-the-job training experience:

	Excellent	Very Good	Good	Fair	Poor
a. On-the-Job Supervision					
b. Help received from on-the-job instruction					
c. Help received from other employees					
d. Variety of job experiences					
e. Opportunity for advancement					
f. Wages					
g. Working conditions					

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

Continued from preceding page

6. Please rate the value of your classroom-related instruction:

	Excellent	Very Good	Good	Fair	Poor
a. Value of textbook work					
b. Value of coordinator's counseling					
c. Value of other teachers' counseling					
d. Value of films					
e. Value of field trips					
f. Value of guest speakers					
g. Value of resource material					

7. Did on-the-job training interfere with other school activities?
Yes____ No____ If yes, designate activities.

( ) Athletics
( ) Dramatics
( ) Other________________________________
( ) Music
( ) FFA

8. Would you recommend this type of agricultural occupations training to others? Yes___ No___ No opinion___.

9. Are you now employed in the occupation for which you were trained? Yes____ No____ If no, give your main reason for changing occupations. (check only one)

( ) No job available in my occupational field
( ) Developed new interest
( ) Disliked job
( ) Advanced to another level
( ) Never intended to work in the agri-related occupation
( ) Earn more money elsewhere
( ) Other reason (explain)________________________________
____

10. Please write any comments which you feel would help improve the agricultural occupations training program.________________________________

______________________High School
Vocational Agriculture Department

EMPLOYER APPRAISAL*

Date_____________________ Firm____

Name___________________________________ Name of Student Trainee________________

Length of training period given trainee____

1. Rate the agricultural occupations program, based on your own association with it. Outstanding____ Good____ Average____ Poor____

2. What do you believe to be the greatest strength of the agricultural occupations training program?____
____

3. What do you believe to be the greatest weakness of the program?______________
____

4. Rate the total performance of your trainee in comparison with other beginning workers. Above average____ Average____ Below average____

5. Did you have sufficient school cooperation? Yes____ No____

6. Did you have sufficient contact with the teacher-coordinator? Yes____ No____

7. Do you feel the agricultural occupations program should remain a part of the school program? Yes____ No____

8. Do you plan to continue to participate in the agricultural occupations program? Yes____ No____

9. Has this program provided the experience you desire of an employee? Yes____ No____

10. Has the trainee received sufficient training to be hired full time by your firm if an opening existed? Yes____ No____

11. For what level of employment is this trainee now competent?
____
(Job title or description)
____

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

APPENDIX

APPENDIX A

SAMPLE POLICY STATEMENT

The following policies and procedures are an example of those that could be developed for the off-farm agricultural occupational education phase of a vocational agriculture program. They were developed for a specific program in a specific community, and therefore, they should be reviewed with this in mind.

COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM IN OFF-FARM AGRICULTURAL OCCUPATIONS

1. Time for on-the-job instruction
    - a. Students will be permitted to work in training stations during regular school hours. Students will be released from classes to work in training stations a maximum of three regular school periods per day.
    - b. The time spent in regular school classes and working at the training station will not exceed 40 hours per week.
    - c. No students may work more than eight hours in any given day, school time included.
2. Student age
    - a. Students must be 16 years of age to enroll in the program.
    - b. Students who will be 16 by the end of the first six weeks period may enroll upon recommendation of the vocational agriculture teacher and approval of the principal.
3. Student Selection
    - a. Final selection of students will be made by the vocational-agriculture teacher.
    - b. Students must have completed one year of vocational agriculture prior to enrolling in off-farm occupational education.
    - c. Exception to the above policy will be made upon recommendation of the vocational agriculture teacher and approval of the principal.
    - d. All students interested in enrolling must complete all forms and tests as required by the guidance counselor and vocational-agriculture teacher.

APPENDIX

4. Student Wages

   a. All students enrolled in the program must receive compensation for their work while at the training stations.

   b. The minimum wage any student may receive will be governed by the minimum wage for an entry level occupation.

   c. Students employed in occupations controlled by minimum wage laws must receive 75 percent of the federal minimum wage, or be paid the minimum wage.

   d. All students employed in firms covered by minimum wage laws must complete student-learner certificates.

5. Length of On-The-Job Instruction

   a. All students must complete 200 hours of on-the-job instruction.

   b. The length of the on-the-job instruction period shall be at least six months in duration.

6. Student Safety and Liability

   a. All students enrolled in the program will be required to purchase school insurance.

   b. Students are responsible for providing their own travel to the training station.

   c. Training stations will be selected so as to provide maximum safety of the students.

   d. All students will be covered by workmen's compensation and disability insurance.

7. Training Plans and Agreements

   a. An individual training plan will be developed cooperatively by the teacher, and the student-learner, and the person responsible for training each student.

   b. Training plans will list the on-the-job experiences to be gained at the training stations and the related classroom instruction to be given.

   c. A written agreement between the school and the employer, which lists specific responsibilities of the parties or individuals involved, will be developed for each student placed in a training station.

8. Length of Class Instruction

   a. A minimum of 275 minutes per week will be provided for related classroom instruction.

9. Content of Related Instruction

   a. Instruction applicable to all agricultural occupations will be provided.

   b. Instruction applicable to each student's occupation will be provided in individual study or small group procedures.

   c. Approximately 50 percent of the classroom instruction will be applicable to the individual student's occupation in which he is engaged.

10. Class Size

    a. A separate class will be provided for related instruction when there are five or more students placed in cooperative occupational experience.

    b. The maximum number of students to be enrolled in each class will be fifteen.

    c. The maximum number of students placed in cooperative occupational experience under the direction of one full time vocational agriculture teacher will be 25.

11. Facilities and Instructional Materials

    a. A separate classroom will be provided for offering related classroom instruction.

    b. The vocational agriculture teacher-coordinator will be provided a separate office with telephone and adequate files for storage of records and teaching materials.

    c. The school will provide students with individual study guides and other material required in the related classroom instruction.

    d. Students must purchase materials that are required by individual employers and are not required of all the students in the class.

12. Supervision by the Employer

    a. The employer or person designated by him will be responsible for the educational experiences of the student at his firm.

    b. The employer will be responsible for providing the on-the-job experiences listed in the training plan.

    c. The employer will provide the necessary instruction to enable the student to perform the skills indicated on the training plan.

13. Supervision by the Vocational Agriculture Teacher

a. The vocational agriculture teacher will make periodic supervision coordination visits to the training station to confer with the employer and observe the progress of the student.

b. The vocational agriculture teacher will work closely with the employer and/or person responsible for the student's training to determine the needed adjustments in the training plan and the related classroom instruction needed by the student.

14. Time and Travel Allowances for the Teacher

a. The vocational agriculture teacher-coordinator will be provided one-half of each school day for supervision and coordination.

b. All travel incurred in the performance of the teacher-coordinator's regular duties will be reimbursed at the rate of nine cents per mile.

c. The teacher-coordinator will be provided the regular school per diem rate for authorized trips outside the school district.

d. The teacher will file a monthly report, with the high school principal, of travel expenses.

15. Administrative Relationships

a. The vocational agriculture teacher-coordinator will make all requests to the high school principal. Upon approval by the high school principal, he may confer with the assistant superintendent or superintendent.

b. On-the-job instructors will report to the vocational agriculture teacher-coordinator.

16. Financing the Program

a. The school district will provide adequate financial support to the program.

b. The following will be budgeted annually for this phase of the program:

Books and references	$200.00
Equipment	500.00
Supplies	150.00
Teacher-coordinator's travel	300.00
Miscellaneous costs	100.00

17. Advisory Committee

a. An advisory committee will be organized for the off-farm agricultural occupations program.

b. The advisory committee will be equally represented by management and labor.

c. The committee will coordinate their activities with the vocational advisory committee.

18. Community Survey

a. A comprehensive survey of the agricultural firms and businesses in the community will be conducted every three years.

b. The vocational agriculture teacher-coordinator will conduct annual surveys to locate new training stations.

19. Promotion

a. Planned and continuous efforts will be made to promote the program to students, school personnel, employers and the public.

b. The vocational agriculture teacher-coordinator will have the main responsibility for promotion of the program.

20. Selection of Training Stations

a. A well-planned and systematic method of selecting training station will be employed.

b. The vocational agriculture teacher-coordinator will have the responsibility for locating and selecting training stations.

21. Placement of Students in Training Stations

a. A concerted effort will be exerted by the vocational agricultural teacher-coordinator to insure that the interest of both students and employers is considered when a student is recommended for employment in a training station.

b. Employers will interview students before placement.

22. School Credit for On-The-Job Experience

a. Students may earn a maximum of three units of credit toward graduation depending upon the extent and duration of the on-the-job experience.

b. Achievement and progress on both related classroom work and on-the-job experiences will be considered when grading students.

c. The employer will rate the student, and teacher-coordinator will grade the student.

23. Records and Reports

a. In addition to the regular school records and reports, the vocational agriculture teacher-coordinator will maintain the following:

--Reports of supervisory visits to training stations.

--Placement records of former students.

--Individual students' earnings and hours worked while enrolled in the program.

--Individual training plans and agreements.

24. Student Follow-Up After Graduation

a. The school will maintain an organized system of following up students upon graduation from this program.

b. The vocational agriculture teacher-coordinator, in cooperation with the guidance counselor, will assume the responsibility for following up students.

25. Program Evaluation

a. A comprehensive evaluation of the off-farm agricultural occupational eduation program will be conducted every three years.

APPENDIX B

__________________ High School
Vocational Agriculture Department

SURVEY OF JOB OPPORTUNITIES AND TRAINING POSSIBILITIES*
COOPERATIVE OCCUPATIONAL EDUCATION

Date____________________ Interviewer______________________________
School______________________________

I. Name of company______________________ Town (1)____________________

Name of person interviewed______________________________
Position in the company (check one) (2)

___1. Owner
___2. Owner-manager
___3. Manager (hired)
___4. Personnel director
___5. Sales Manager
___6. Office Manager

II. Total number of employees (3) (Write in number)_______

III. Main business of the company (check one) (4)

___1. Retail sales only
___2. Wholesale-retail sales
___3. Wholesale sales only
___4. Service only
___5. Sales-service
___6. Purchasing only
___7. Purchasing-sales
___8. Purchasing-service

IV. Years company has been in business (check one) (5)

___1. 1 - 3 years
___2. 4 - 6 years
___3. 7 - 9 years
___4. 10 - 12 years
___5. 13 - 15 years
___6. Over 15 years

V. Main products sold (or purchased) or major service rendered by the company (check the most appropriate one) (6)

___1. Sales only -- seed - feed - fertilizer - agricultural chemicals.

___2. Sales only -- hardware - seed - fertilizer - agricultural chemicals.

___3. Sales only -- seed - feed - hardware.

___4. Sales and service -- seed - feed - fertilizer - chemicals - custom service.

___5. Sales and service -- seed - fertilizer - horticulture plants - trimming - spraying.

___6. Sales and service -- tractors - machinery - repair - custom service.

___7. Sales and service -- tractors - machinery - repair - hardware - farm supplies.

___8. Sales and purchasing -- seed - feed.

___9. Sales, service, and purchasing -- seed - feed - seed cleaning - hardware.

---

*Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

Continued from preceding page

VI. Information on present jobs in the company - Job opportunities - Source of employees

INSTRUCTIONS: Use Lines A and B for jobs requiring college degree: lines C and D for jobs requiring some college plus some special or technical education; lines E, F, G, and H for jobs requiring a high school education; and line I for jobs requiring eighth-grade education or less.

Information on Present Jobs

	Title of Job	Educational Requirements for Job Entry	Number of Employees	Level of Employment	Educational and Agricultural Background	Number of Job Opportunities (openings) Last Two Years	Number of Job Opportunities (openings) Next Two Years	Source of Employees
	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
A.								
B.								
C.								
D.								
E.								
F.								
G.								
H.								
I.								

8. Code for Educational Requirements for Job Entry

1. None
2. Eighth grade
3. High School diploma
4. Technical or
5. Some college
6. College degree
7. Other

10. Code of Level of Employment

1. Professional
2. Technical
3. Proprietors and managers
4. Sales
5. Clerical
6. Skilled
7. Semi-skilled
8. Unskilled

11. Code of Educational and Agricultural Background

1. Farm background
2. High School graduate
3. HS graduate with vo-ag training
4. College graduate of ag
5. HS and college graduate in agriculture
6. Farm-reared and college graduate in agriculture
7. College graduate in ag & professional experience

14. Code of Source of Employees

1. State employment service
2. College employment service
3. Contacting teacher of agriculture
4. Contacting county agent
5. Contacting HS principal
6. Advertising in newspaper
7. Recommendation of friend
3. Recommendation of present employer
9. Other

Continued from preceding page

VII. Extent employer of the business is willing to participate in a cooperative-training program for certain jobs in the firm.

	Number of Agriculture Students Willing to Help Train	
Title of Job	196_ - 6_	196_ - 6_
A. - Omit - (6)		
B. - Omit - (6)		
C. (4 or 5)		
D. (4 or 5)		
E. (3)		
F. (3)		
G. (3)		
H. (3)		
I. - Omit (2)		

APPENDIX C

__________________ High School
Vocational Agriculture Department

COOPERATOR INTERVIEW FORM*

Name of Business____

Address____________________________Phone Number__________________

Type of Business____

Manager's or Owner's Name__________________________________

Type of jobs involved in conducting the business

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

Training areas in which the student could be involved while employed:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

---

*Adapted from the Workshop Report for Preparing Students for Non-Farm Agricultural Occupations - Ohio State University.

Continued from preceding page

Number of students that could be placed in a cooperative occupational education program.

	Number of Agriculture Students You are willing to Help Train	
Title of Job	196_-196_	196_-196_
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Job opportunities for high school graduates trained in agriculture:

	Number of Job Openings		
Title of Job	Last Year	This Year	Next Two Years
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

APPENDIX D

____________________ High School
Vocational Agriculture Department

APPLICATION FOR ENROLLMENT COOPERATIVE OCCUPATIONAL EDUCATION IN OFF-FARM AGRICULTURAL OCCUPATIONS

Date______________________________

Name________________________Address____________________________Age______

Name of father_____________________________Occupation____________________

If occupation is farming, size of farm ______(acres). Owner-renter____________

Years of vocational agriculture completed, including present semester_______________

Present farming program in vocational agriculture________________________

____

List farm equipment you can operate_____________________________________

____

What are you interested in doing after you complete high school (farming, attending college, working in agri-business, working in a city)?____________

____

I hereby apply for enrollment in the cooperative occupational program in off-farm agricultural occupations during my last year in high school. I understand that this educational program includes, in addition to classroom work, a minimum of 100 hours of work experience in a retail farm business which sells or renders service to farmers.

Signed_______________________________________
(Student)

Parent Approval for Training

I approve of my son's enrolling in the cooperative educational program in his last year of high school, in an agricultural occupation other than farming. I understand that his educational program, in addition to his classroom work, will include placement for work experience in a retail farm business.

Signed_______________________________________
(Parent)

---

*Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

APPENDIX E

____________________ High School
Vocational Agriculture Department
Name____________________________________
Date____________________________________
Score___________________________________

SELF-ANALYSIS OF INTEREST IN SALES WORK*

Which of these statements describes you? If the answer is "yes," draw a circle around the "Y". If the answer is "no", draw a circle around the "N". It is in your own interest to be as fair and accurate as possible in your answers.

1. I'd rather deal with things than with people. . . . . Y N
2. I think mathematics is a very interesting subject . . . . . Y N
3. I like talking to strangers . . . . Y N
4. I dislike group activities. . . . . Y N
5. People find it easy to approach me. . . . . Y N
6. I would like to do research in science. . . . . Y N
7. I'd enjoy raising money for a worthy cause. . . . . Y N
8. I prefer to be by myself. . . . . Y N
9. I've more than average desire to own things . . . . Y N
10. I would like to design farm implements. . . . . Y N
11. I would like to attend conventions. . . . . Y N
12. I've more than average mechanical ingenuity . . . . Y N

---

*Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

13. I dislike people who borrow things . . . . Y N

14. I would like to be a mechanical engineer . . . . Y N

15. I like people of all nationalities in my community . . . . Y N

16. I'd like to work a 40-hour week. . . . . Y N

17. I would enjoy making speeches. . . . . Y N

18. I'd like to be head of a research department . . . . Y N

19. I like to keep meeting new people. . . . . Y N

20. I enjoy bargaining when I'm buying something . . . . Y N

21. I'd like to develop some new scientific theories . . . . . Y N

22. I'd like a straight salary in my life work . . . . Y N

23. I prefer only a few really intimate friends. . . . . Y N

24. I'm better than average in judging values. . . . . Y N

25. I like to get other people's viewpoints. . . . . Y N

KEY FOR SELF-EVALUATION IN SALES WORK

Your answers indicate interests or characteristics favorable to success in sales work. To find your total score, add up the number of your answers that agree with those below. If your score is 16 or above, your chances of success in the selling field are favorable. A score below 16 indicates that you probably would have better chances of success in some other field.

1. ____ N
2. ____ N
3. Y ____
4. ____ N
5. Y ____
6. ____ N
7. Y ____
8. ____ N
9. Y ____
10. ____ N
11. Y ____
12. ____ N
13. Y ____
14. ____ N
15. Y ____
16. ____ N
17. Y ____
18. ____ N
19. Y ____
20. Y ____
21. ____ N

22. ____ N

23. ____ N

24. Y ____

25. Y ____

APPENDIX F

STANDARDS AND PROVISIONS FOR STUDENT-LEARNER CERTIFICATES*

The following section is taken from the information guide and instructions for completing applications for student-learner certificates and from title 29, part 520-Employment of Student-Learners.

Under regulations established pursuant to both the Fair Labor Standards Act and the Walsh-Healey Public Contracts Act, student-learners may be employed at wages below the minimum wages established under those acts in accordance with certificates issued by the Wage and Hour and Public Contracts Division of the U.S. Department of Labor. The employment of student-learners at special minimum wages is subject to Regulations, part 520, issued under authority of section 14 of the Fair Labor Standards Act. Section 50-201.1102 of the general regulations under the Walsh-Healey Public Contracts Act recognizes the standards and procedures of Regulations, part 520, as applicable to the issuance of certificates permitting employment of student-learners at special minimum wages in the performance of government contracts.

1. Coverage

The Fair Labor Standards Act applies to all employees (including student-learners) engaged in interstate commerce or in the production of goods for interstate commerce, including any closely related process or occupation directly essential to such production, unless specifically exempt by some provisions of the act. The act also applies to employees (including student-learners) who are not themselves engaged in or producing goods for commerce but who are employed in certain large enterprises engaged in commerce or in the production of goods for commerce. Popularly known as the Federal Wage and Hour Law, this act establishes minimum wage, child-labor, and maximum hours and overtime standards for employment subject to its provisions.

The Walsh-Healey Public Contracts Act applies in general to all contracts entered into by the government for the manufacture or furnishing of materials, supplies, articles or equipment in any amount in excess of $10,000. This act requires the payment to employees engaged in the performance of such contracts of not less than the minimum wage determined by the Secretary of Labor to be prevailing for the industry. In addition, the Public Contracts Act contains special provisions for safety and health standards, restrictions against the use of child labor and convict labor, and special provisions for the payment of overtime for work subject to the act.

---

*Adapted from the Arkansas Manual on Supervised Training for Agricultural Employment.

Special situations which may arise under these two acts are explained in Section 2 of "On Completing Student-Learner Certificates." The Wage and Hour and Public Contracts Divisions have available upon request bulletins on the coverage of these acts. If in doubt as to whether either or both of these acts apply to a particular type of employment, a letter explaining your situation should be sent to the regional office of the division serving your area.

2. Who Is A Student-Learner?

As defined in the regulation, a student-learner is a student who is receiving instruction in an accredited school, college or university, and who is employed on a part-time basis pursuant to a bona fide vocational training program administered by his school. A bona fide vocational training program is one authorized and approved by a State Board of Vocational Education or another recognized educational body. These programs must provide for part-time employment training supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information which is given as a regular part of the student-learner's course of study in the educational institution he attends. Such programs must be either retail and service occupations or in trade and industrial skills.

3. Who May File?

Whenever it is believed necessary in order to prevent curtailment of employment opportunities, application may be made for a certificate authorizing an employer to pay student-learners special minimum wages below the applicable statutory (or wage order) minimum wage under the Fair Labor Standards Act or below a minimum wage determination under the Walsh-Healey Public Contracts Act. A separate application on official forms furnished for the purpose must be filed by the employer for each such student-learner. Parts of this application are best completed by a school official, the other parts by the employer. The appropriate school official, the employer, and the student-learner must sign the application. Before a certificate can be issued, the conditions specified in section 520.5 of the regulation must be met. (See Section 4 on "Completing Student-Learner Certificates" for these conditions.)

4. Where to File

Applications must be made on official forms supplied by the Divisions. The original of the completed application must be filed with the regional office of these Divisions serving your area. A copy must be retained in the employer's files. Additional copies may be made available to school officials and to the student-learner.

5. When to File

Applications should be filed 15 to 30 days in advance of the date the student-learner begins his employment so that the Divisions can take action on the application before employment begins. Certificates Cannot Be Issued Retroactively.

When the student's employment opportunity might be lost by delay in obtaining a certificate, section 520.6 (c) (2) of the regulation establishes a procedure for a temporary authorization. A description of this procedure appears at the top of the face of the application.

6. Age and Proof of Age

Minors under 16 years of age are not eligible for student-learner certificates. Furthermore, in occupations declared to be hazardous by the Secretary of Labor, the student-learner must be at least 18 years of age. (Hazardous Occupations Nos. 5, 8, 10, 12, 14, 16, and 17, permit student-learner employment at 16 and 17 years of age under certain specified conditions.) For information concerning child-labor provisions of the Fair Labor Standards Act, see Child-Labor Bulletin No. 101.

For employment subject to the Walsh-Healey Public Contracts Act, male employees must be at least 16 years old and female employees must be at least 18 years old.

In addition to entering the student-learner's birthdate in item 3 of the application, the employer should obtain and keep on file an employment or age certificate showing the student-learner to be at least the minimum age for the occupation in which he is employed. In 45 states, the District of Columbia, and Puerto Rico, state employment and age certificates are accepted as proof of age under the child-labor provisions of the Fair Labor Standards Act. (Such certificates also provide assurance that the employment is in compliance with the requirements of the state child-labor law.) In four states, Idaho, Mississippi, South Carolina, and Texas, where state age and employment certificates are not available, federal certificates of age may be obtained within the state from the Wage and Hour and Public Contracts Divisions. Special arrangements have been made in Guam and Alaska. For information concerning proof of age in these areas consult the nearest office of the Wage and Hour and Public Contracts Division.

7. Period of Employment Training at Special Minimum Wages

A certificate may be issued only for that portion of the employment training period for which special minimum wages below the minimum wages under the Fair Labor Standards Act or the Walsh-Healey Public Contracts Act are necessary. This period may not exceed the length of one school year unless a longer period is found to be justified by extraordinary circumstances which must be explained in detail at the time of the application. No certificate shall authorize employment training beyond the date of graduation of the student-learner.

Employment training at special minimum wage rates during the summer vacation period will not generally be authorized. However, in exceptional cases summer employment training may be authorized when it is an integral part of the vocational training program. Requests for summer vacation employment must be accompanied by a statement explaining the extraordinary circumstances justifying this employment, including the number of hours per week for which special minimum wages are requested.

In item 16 of the application, show only the number of weeks of employment during which special minimum wages will be paid. The beginning and ending dates of employment shown in items 8 and 9 should coincide with this period.

8. Hours of Work and School Instruction

The term "hours of school instruction" applies to all hours spent by the student-learner in actual classes of school instruction and does not include school hours spent in study hall, homeroom, and activity periods for which no academic credit is given.

The combined hours of school instruction and employment training authorized under a certificate may not exceed 40 hours a week unless justified by extraordinary circumstances. Such extraordinary circumstances must be explained in detail in a statement submitted with the application. Hours at special minimum wages in addition to those authorized on a certificate may be worked provided that the total hours worked do not exceed:

(a) 8 hours on any school day when school is not in session;

(b) 40 hours in any week during the school term when school is not in session for the entire week.

The employer shall note in his records the number of such additional hours and that they were worked because school was not in session. A Student-Learner May Not Be Employed In Any Week At Special Minimum Wage Rates For Hours In Addition To Those Authorized In The Paragraph Above.

In item 17 of the application, show only those hours of employment during a week for which you intend to pay wages below the wage determination minimum applicable under the Public Contracts Act.

9. Wage Rates

The hourly wage rate shall be not less than 75 percent of the applicable statutory minimum wage under the Fair Labor Standards Act. It is suggested that consideration be given to the payment of a progressive wage schedule, particularly if a full school year of employment training at special minimum wages is requested. If a progressive wage schedule is proposed, the special minimum starting rate must be not less than 75 percent of the applicable statutory minimum. In item 18, show only those wages which are below the applicable minimum wage under the Fair Labor Standards Act. (This paragraph also applies to work subject to Public Contracts Act wage determinations.) See Section 2 below.

Completing Student-Learner Certificates

1. Certificates

The original copy of the student-learner certificate will be mailed directly to the employer. Two copies will be mailed to the appropriate school official, one to be retained for his records and the other to be presented to the student-learner. Applications Which Do Not Contain All Requested Information May Be Returned For Completion Before Action Is Taken. Student-learner certificates can be issued with a minimum of delay where the application provides the details requested. For additional information or application forms, communicate with the regional office of these Divisions which serves your area.

2. Special Situations Under The Walsh-Healey Public Contracts Act

The general provisions of this act are explained in the introduction to this guide. The general regulations under the Public Contracts Act permit the employment of student-learners at wages below prevailing minimum wage determinations made under this act in accordance with the same standards and procedures as are prescribed for their employment at wages below the minimum wage applicable under the Fair Labor Standards Act. The provisions of Regulations, part 520 and the instructions in this guide apply to student-learners employed in the performance of government contracts subject to the Public Contracts Act.

An employer who holds or who obtains a student-learner certificate issued in order to prevent curtailment of opportunities for employment under the Fair Labor Standards Act may employ the named student-learner in the performance of a government contract subject to a minimum wage determination under the Public Contracts Act may, upon proper application be issued a certificate authorizing a special minimum wage rate not less than 75 percent of the minimum wage determination applicable to the contract being performed. Employment under such certificates is subject to the standards and procedures of Regulations, part 520.

3. Compliance

Certificates may not be issued if there are serious outstanding violations of a student-learner certificate previously issued to the employer, or if there are serious violations of other provisions of the Fair Labor Standards Act by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued. Moreover, no certificate permitting a wage lower than the statutory minimum under the Fair Labor Standards Act or a Public Contracts Act minimum wage determination will excuse non-compliance with the child-labor, overtime, or other provisions of these acts or the regulations issued thereunder.

A certificate may be withdrawn if it is no longer necessary to prevent curtailment of opportunities for employment or if the employer fails to comply with the limitations in the certificate or otherwise violates the act.

4. Conditions Governing Issuance of Special Student-Learner Certificates.

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be a bona fide vocational training program;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this sub-section);

(d) The student-learner must be at least 18 years of age if he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor; (See Hazardous Occupations.)

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

(g) The employment of student-learner must not have the effect of displacing a worker employer in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be compiled with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto or would not impair established apprenticeship standards in the occupation or industry involved;

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force;

(m) The special minimum wage rate shall be not less than 75 percent of the applicable minimum under section 6 of the Act;

(n) No special student-learner certificate may be issued retroactively.

5. Employment Records To Be Kept

In addition to any other records required under the recordkeeping regulations, the employer shall keep the following records specifically relating to student-learners employed at subminimum wage rates:

(a) Any worker employed as a student-learner shall be identified as such on the pay roll records, with each student-learner occupation and rate of pay being shown;

(b) The employer's copy of the application, which is serving as a temporary authorization must be available at all times for inspection for a period of 3 years from the last date of employment of the student-learner;

(c) Notations should be made in the employer's records when additional hours are worked by reason of school not being in session.

6. Duration of Certificates

A special student-learner certificate may be issued for a period not to exceed the length of one school year unless a longer period is found to be justified by extraordinary circumstances. No certificate shall authorize employment training beyond the date of graduation.

APPENDIX G

___________________High School
Vocational Agriculture Department

TRAINING AGREEMENT FOR OFF-FARM AGRICULTURAL OCCUPATIONS

This establishes an agreement between____
(School)

and _________________________ regarding the employment of
(training station)

_______________________________________ in _______________________________
(Student) (Occupation)

The provisions of this agreement are:

1. The on-the-job training will be in charge of _____________________________
(on-the-job instructor)

for a period of ________ weeks.

2. The student will begin training on__________________ date at the beginning wage of__________.
3. The student will work at least ______hours per week in the Training Station.
4. The School shall be responsible for providing technical and related instruction.
5. The student shall progress from job to job in order to gain experience in all phases of the occupation listed in the Training Plan.
6. The schedule of compensation shall be fixed by the training station and shall be paid the salary of others with the same experience and ability.
7. The agricultural occupations teacher-coordinator will assist with the adjustment of any problems.
8. The student agrees to perform his duties at the training station and in school diligently and faithfully.
9. The student shall have the same status as other employees of the training station. The student's training may be terminated for the same reason as that any other employee's job may be terminated.
10. No regular employee shall be laid off to make place for a trainee.
11. If the student drops out of school, he will not be employed by the training station for a period of at least 90 days.

We the undersigned are familiar with, and agree to the above provisions

____________________ (Student)	____________________ (Employer)
____________________ (Parent or Guardian)	____________________ (Agricultural Occupations Teacher Coordinator)
____________________ (School Administrator)	____________________ (Chairman, Advisory Comm.)

---

* Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

APPENDIX H

____________________High School
Vocational Agriculture Department

EMPLOYER EVALUATION*

Trainee____ Date__________________________

Training Station____

Basis for rating:	0 -- Unsatisfactory	3 -- Above Average
	1 -- Below Average	4 -- Superior
	2 -- Average	X -- No chance to observe

PERSONAL QUALITIES:	0	1	2	3	4	X
Ability to get along with others						
Adaptability, ability to work under pressure						
Aggressiveness, forcefulness						
Attitude, enthusiasm, interest						
Cheerfulness, friendliness						
Courtesy, manners						
Dependability, punctuality, reliability						
Determination, persistence, following through						
Efficiency, thoroughness						
Following instructions, cooperation, judgment						
Helpfulness, thoughtfulness						
Honesty, fairness, loyalty						
Industriousness, using time wisely						
Initiative, observing, imaginative						
Maturity, poise, self-confidence						
Patience, self-control, sense of humor						
Personal appearance, grooming, fitness						
Selling ability, personality for selling						

JOB SKILLS:						
Knowledge of merchandise and jobs performed						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Use of good English						

Rating for liabilities:	0 -- Does not possess	3 -- Frequently noticed
	1 -- Not noticeable	4 -- Highly noticed
	2 -- Seldom noticed	

LIABILITIES:						
Annoying mannerisms						
Familiarity						
Giving excuses						
Tendency to argue						
Tendency to complain						

PLEASE FEEL FREE TO WRITE ANY COMMENTS ON THE BACK OF THIS SHEET.

Rated by______________________________
Position______________________________

---

*Adapted from the form used by James McMullen, Vocational Agriculture teacher, Indiana, Pennsylvania.

EMPLOYER'S PERIODIC RATING FOR STUDENTS IN OFF-FARM AGRICULTURAL OCCUPATIONS*

Student______________________________ Date______________________

Training Station______________________ Rated by__________________

DIRECTIONS: Please circle one of the numbers (1 through 10) opposite each of the five factors in the left-hand column which you think most nearly indicates the trainees rating for the past six weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
	1 2	3 4	5 6	7 8	9 10
Progress Has he advanced in skill and knowledge during the past six weeks?	Has made almost no progress.	Has progressed in only a few phases of his training.	Has made average progress in his training.	Has advanced beyond expectations	Exceptional progress made in skills and knowledge
Initiative Can he originate and carry out his ideas?	Has to be told everything to do.	Seldom goes ahead on his own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.
Reliability Can the student be depended upon in his work?	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.
Work Attitude Does he have a good attitude toward his work?	Bored; shows little enthusiasm.	Rationalizes his shortcomings and mistakes.	Normally enthusiastic about his work.	Tries to improve his work in most cases.	Is always alert to finding ways of improving.
Cooperation Does he work well with others?	Always wants his own way: hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with his associates.	Cooperates fully in all matters.

Additional Remarks

---

* Adapted from the form used by Don Brock, Teacher-Coordinator, Topeka, Kansas.

APPENDIX J

____________________High School
Vocational Agriculture Department

CCCUPATIONS SURVEY OF JOB OPPORTUNITIES AND TRAINING POSSIBILITIES*

Interviewer______________________________________ Date____________________

1. Official name of establishment____
2. Address____
3. Name and title of person interviewed____________________________________
4. Estimated percent of gross income that is agriculturally oriented__________
   Number of years company has been in business_______
5. In reference to company policy, can this firm hire high school age personnel __________ Do you have a minimum wage?__________ If so, what?__________
6. Is there a labor union in the firm?____________
7. Would your firm cooperate as a training station for high school students? Yes____ No____ post-high school students? Yes____ No____. If yes, what specific jobs?

Jobs	Approximate number of weeks student could be employed
____________________	____________________
____________________	____________________
____________________	____________________

8. Main function(s) of this company:

Manufacturing________________	Specialized Agriculture____________
Processing________________	Recreational Activities____________
Sales________________	Professional Services____________
Service________________	Other____________________

9. Total number of employees: Male_________ Female__________
10. Classification of employees:

Type of Job	Number employed Now Next 5 years	Level*
________________	____________________	________________
________________	____________________	________________
________________	____________________	________________

11. Does company plan an expansion program within the next 5 years? Yes____ No_____
    If yes, what new jobs will be created?____________________________
12. Would you be willing to serve on a consulting committee for this program?______
13. Would a student employee be insured by your company?__________
14. What background training is needed by student employees?________________
15. Could this school offer classes to help your employees?________________
    What classes specifically?____

*Level--1. Professional, 2. Technical, 3. Agricultural Service,
4. Managerial, 5. Supervisory, 6. Sales, 7. Clerical,
8. Skilled, 9. Semi-skilled.

---

*Adapted from the Handbook for Developing and Operating Agricultural Occupations Programs. Colorado State Board for Vocational Education.

APPENDIX K

__________________High School
Vocational Agriculture Department

STUDENT INFORMATION FOR AGRICULTURAL OCCUPATIONS*

(To be completed by teacher-coordinator and kept in permanent record file)

Date______________________
Name______________________________ Parent's Name______________________
Address______________________________ Phone No.__________________
Age_____ Sex_____ Height_____ Weight_____ Social Security No.__________________
Grade in school_____ Parent's Occupation: Father______________ Mother__________
Location from school__________________ Plan to go to college Yes____ No_____
Credits earned - Math___ English___ Social Science___ Science___ Ag_____
Commercial___ Other______________

Type of program enrolled in: College prep____ Vocational____ General____
Hobbies______________________________ Grade Average__________
Days absent last year______________ Transportation to work? Yes___ No_____
Clubs and Organizations______________________________

Physical Handicaps______________________________ Glasses?______________

Previous work experience and name of employer	Job	Months

Student's Interests______________________________
Student's Dislikes______________________________
Occupational Objective______________________________
I. Q. Tests (List each)______________________________

Other tests	Test	Result

Parents approve of participation in Agricultural Occupations program? Yes____ No____
Availability for work after school______________ Saturdays______________

Subjects needed to graduate______________________________

Miscellaneous information______________________________

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

APPENDIX L

SAMPLE TRAINING PLAN
Ornamental Horticulture

Part 5 - Establishing a Lawn

On-the-Job Training--What the student-learner should do		Related Instruction--What the student-learner should know	
	Progress		Completed or grade
1. Develop plan for establishing a lawn		1. Steps and procedures in planning for a lawn	
2. Roughgrade the area			
3. Test soil		3. Procedures in testing soil	
4. Add topsoil		4. Types and characteristics of topsoil	
5. Apply organic matter		5. Types and characteristics of organic matter	
6. Apply fertilizer		6. Types and characteristics of lawn fertilizers	
7. Adjust pH		7. Methods and procedures in adjusting pH of soils	
8. Operate rototiller		8. Characteristics of good seed beds for lawns	
9. Rake to finish grade			
10.. Seed grass		10. Methods and procedures in starting a lawn.	
11. Plant stolons			
12. Place sod			
13. Water newly established lawns		13. Methods and procedures in watering lawns	

O = observes, S = performed under close supervision

P = performed without close supervision

APPENDIX M

__________________High School
Vocational Agriculture Department

TRAINING AGREEMENT*

Student Trainee____________________________________ Date of Birth__________
Soc. Sec. No.________________ Grade______________ Available Work Hours______
Occupational Objective_______________ Training Period____________ Mos. or wks
Training Agency____________________________________ Date__________________
Address____ Telephone No.____________
Department in which Employed________________ Sponsor___________________
Parent or Guardian__________________________ Telephone No: Res.____ Bus.____
Address: Residence__________________________ Business____________________

1. THE STUDENT AGREES TO:

___Do an honest day's work, understand that the employer must profit from his labor in order to justify hiring him and providing him with cooperative training experience.
___Do all jobs assigned to the best of his ability.
___Be punctual, dependable and loyal.
___Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
___Be courteous and considerate of the employer, his family, customers and others.
___Keep the records of cooperative training program and make the reports the teacher and the employer require.
___Be alert to perform unassigned tasks which promote the welfare of the business.

2. THE PARENT AGREES TO:

___The cooperative training program in the place of business.
___Allow student to work in the store during hours and days shown in section 5
___Provide a method of getting to and from work according to the work schedule.
___Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
___Assume full responsibility for any action or happening pertaining to student trainee from the time he leaves school until he reports to his training station.

3. THE TEACHER, IN BEHALF OF THE SCHOOL, AGREES TO:

___Give systematic instruction at the school enabling the student to better understand and carry out his duties and responsibilities in the training station.
___Visit the student on the job for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.
___Work with the employer, student, and parents to provide the best possible training for the student.
___Use discretion on the time and circumstances chosen for visits.

---

*Adapted from the 1965 Workshop Report of The Agricultural Occupations Institute held at Oklahoma State University.

Continued from preceding page

4. THE EMPLOYER AGREES TO:

___Provide the student with opportunities to learn how to do well many jobs in the business.
___Assign the student new responsibilities only when he is judged able to handle them.
___Train the student, when and where possible, in the ways which he has found desirable in doing his work.
___Assist the teacher on making an honest appraisal of the student's performance.
___Avoid subjecting the student to unnecessary hazards.

---

5. ALL PARTIES AGREE TO:

___A period of the cooperative training program which will:

Start in____________________
(Month)

End in____________________
(Month)

___Working hours during the cooperative training program will include:
Days during week______________________________
Hours during week days______________ to ______________
Hours on weekend______________ to ______________

___Discuss misunderstandings or termination of employment before ending employment.
___A beginning wage of____________ per hour.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this training agreement.

Student______________________________
Signature
Address______________________________

Employer______________________________
Signature
Address______________________________

Parent______________________________
Signature
Address______________________________

Teacher______________________________
Signature
Address______________________________

APPENDIX N

____________________High School
Vocational Agriculture Department

TEACHER-COORDINATOR'S VISITATION RECORD

Training Station______________________________ Official Contact______________

Student____

Date____________________________________ Time of Visit______________________

Points to Observe	Comments
1. Conditions of establishment	
2. Attitude of workers toward teacher-coordinator and trainee	
3. Specific operations in which trainee is engaged	
4. Immediate related subject matter needed	
5. Personal appearance of the trainee	
6. Apparent interest of trainee in work	
7. Apparent interest of employer in trainee	
8. On-the-job instruction being given	
9. Other comments	

APPENDIX O

___________________High School
Vocational Agriculture Department

Trainee____________________ Date_____
Training Station___________________
EVALUATION__________________________

EMPLOYER-TEACHER EVALUATION*

Instructions: Please rate the trainee on each of the competencies (abilities) listed below. Rate by placing a check mark in the appropriate column to the right of each item. Use the following key for rating.

x -- No chance to observe
1 -- Below average
2 -- Average
3 -- Above average
4 -- Excellent
5 -- Superior

GENERAL COMPETENCIES (Abilities)	x	1	2	3	4	5
Accepts and carries out responsibilities						
Attitude toward work; use of work time						
Adaptability; ability to work under pressure						
Speed and accuracy of work						
Attentiveness to work being done						
Promptness in reporting to work						
Care of work space						
Care of materials and equipment						
Observing, imagination						
Attitude toward customers						
Attitude toward fellow workers, supervisors						
Personal appearance, grooming, fitness						
Initiative						
Enthusiasm						
Cheerfulness, friendliness						
Courtesy, tact, diplomacy, manners						
Helpfulness						
Honesty, fairness, loyalty						
Maturity, poise, self-confidence						
Patience, self-control						
Sense of humor						
Selling ability, personality for selling						
Total						

---

*Adapted from the material for conducting pilot programs in Kentucky.

Continued from preceding page

JOB SKILLS	x	1	2	3	4	5
Knowledge of merchandise						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Stock keeping ability, orderliness						
Use of good English						
Desire to serve farm people						
Like people, not afraid of people						
Fill orders						
Check incoming freight						
Mark merchandise for sale						
Use adding machine						
Writing sales slips						
Making sales						
TOTAL						

Rating liabilities:

x -- No opportunity to observe
1 -- Not noticeable
2 -- Seldom noticed
3 -- Frequently noticed
4 -- Highly noticed
5 -- Pronounced

LIABILITIES	x	1	2	3	4	5
Annoying mannerisms						
Familiarity						
Making excuses						
Tendency to argue						
Tendency to bluff or "know it all"						
Tendency to complain						
TOTAL						

PLEASE FEEL FREE TO WRITE COMMENTS BELOW:

Evaluated by________________________

Position____________________________

APPENDIX P

DETERMINING COMMUNITY VOCATIONAL NEEDS*

STEP 1: Initial Explanation (State Department, Division of Vocational Education Staff)

STEP 2: Local Organization

- a. Designate Director of the Study
- b. Involve School & Community (Civic Clubs, etc.)
- c. Local Publicity
- d. Organize a Vocational Needs Committee

STEP 3: Defining Scope of the Study - Set Time Table

- a. Form 1 - Vocational Interest Inventory
- b. Form 2 - Vocational Urban Opportunities Survey
  Form 3 - Vocational Rural Opportunities Survey
  Form 4 - Adult Educational Needs Survey
- c. Graduate Follow-up (Five years or more)
- d. Present Course Offering
- e. Community Sketch

STEP 4: Gathering the Facts

- a. Utilization of Students, Student Organization, Journalism
- b. Assistance from Civic Clubs
- c. Part-time Staff
- d. Utilizing Title I and/or Work-Study Students

STEP 5: Summarizing Facts

- a. Preparing Brochure
- b. Structuring Charts, Graphs, etc.
- c. Local Publicity - Keep Steady Flow as Results become Available
- d. Submit Findings to Division of Vocational Education

STEP 6: Analysis by Division of Vocational Education

- a. Findings Reviewed by all Division Directors Concerned
- b. Evaluation Session
- c. Application of Regional and State Labor Market Trends
- d. Analysis & Recommendations (Personal or via mail)

STEP 7: Action Step (Implementing Findings)

- a. Adjusting Course Offerings to Meet Student Needs
- b. Course Alterations - Schedule Adjustment

---

*This form was developed by the Vocational Needs Analyst, State Department of Education, Division of Vocational Education, Lincoln, Nebraska.

(Sample Form 1)

NEBRASKA STATE DIVISION OF VOCATIONAL EDUCATION
and
UNIVERSITY OF NEBRASKA RESEARCH COORDINATING UNIT

VOCATIONAL TRAINING PREFERENCE INVENTORY

Personal Data

NAME____
(Last) (First) (Middle)

ADDRESS______________________________________
(Street) (City) (State)

A study is being conducted concerning the need for vocational education in your local school system. The information which is requested will be of value in determining what vocational courses your school will offer, as well as contributing to similar information which will be of value to the State of Nebraska in terms of a state-wide Vocational Technical Program planning. Your assistance and consideration to this survey form will be appreciated.

Vocational education is preparation of the individual for the world of work. It is beneficial for all people in all occupations and educational levels.

The following vocational preferences are given with some examples. Please rate as 1, 2, 3, the top three courses in which you would enroll if offered locally. Keep in mind the vocational background you desire to help you in pursuing your occupational objectives.

______ Production Agriculture
Examples: Farming
Ranching

______ Distributive Education
Examples: Retail Sales, Merchandising, Advertising, Marketing & Transportation

______ Vocational Homemaking

Examples: Family Living, Child Development, Foods & Nutrition, Textiles & Clothing, Housing & Home Furnishings, and Home Management

______ Wage Earning in Home Economics
Examples: Food Service Worker, Clothing Alterationist, Child Day Care Worker

______ Off-Farm Agriculture
(Agric. Service, Sales Supply)
Examples: Feed Processing & Sale Agriculture Machinery & Service Agriculture Chemicals, Sales & Application, Livestock & Crop Marketing

______ Business Education
Examples: Clerical, Secretarial, Accounting

______ Trade, Technical & Industrial Ed.
Examples: Motor Mechanics, Electricity, Electronics, Building Construction and all Apprenticeable Trades, Overhaul, Repair and the Service trades

______ Health Occupations
Examples: Medical & Dental Assistant, Nurse's Aide & Rest Home Attendant

(Sample Form 2)

VOCATIONAL OPPORTUNITIES SURVEY
(URBAN INVENTORY)

______________________ (Name of Firm) ______________________ (Address)

1. Type of business: Owner-operator__________ Lessee__________________
Corporation__________ Partnership__________________

2. Amount of hired assistance usually employed?__________________

3. Does your firm now provide training for these employees?__________________

4. Have you experienced difficulty in obtaining capable help for conducting the business?__________________

5. Check the type of Vocational Education which you believe would be beneficial to your prospective employees.

_____Distributive Education _____Trade & Industrial Education

_____Business Education _____Health Occupations

_____Home Economics Education _____Agriculture Education

_____Post Secondary Vocational Technical Education

_____Other (Specify)

6. Would your business cooperate with the local school in providing a learning opportunity on the job at a minimum wage, for a student(s) desiring the type of training in your business?__________________

If yes, how many per year?__________________

7. Is there a possibility to expand your volume of business by increasing your staff?______________

8. Does your business fall under jurisdiction of the Interstate Commerce Commission?____________

(Sample Form 3)

VOCATIONAL OPPORTUNITIES SURVEY
(RURAL INVENTORY)

NAME AND ADDRESS____

1. Age of operator__________ Size of unit__________

2. Type of operation:

   Owner-operator__________ Tenant__________

   Partnership__________ Corporation__________

3. How many years have you been farming or ranching?__________

4. Do you supplement your farm income with other employment?________ If yes, state amount of time involved and percent of your total income from this source.____________________

   ____

5. Estimate the number of days of hired and custom labor you employ annually.

   ____

6. What is your highest level of educational attainment?__________

7. What would you consider to be an adequate amount of formal education to satisfactorily operate a farm or ranch today?__________

   ____

8. In what areas of education do you think you should have had more preparation to meet the problems for present day farming or ranching?__________

   ____

9. How many more years do you plan to farm (or operate a ranch)? __________

   ____

10. When you do terminate your farming operations, which one of the following will most closely apply in your situation?

    _____Sell the farm
    _____Lease to another operator
    _____Consolidate with another farmer

(Sample Form 4)

ADULT EDUCATIONAL NEEDS INTEREST INVENTORY

________________ (Name) ________________ (Address) ________________ (Phone)

The community education philosophy is that education is a continuing process which is needed by all people of all ages. In addition to elementary and secondary education, your school board has the responsibility to provide education on an adult basis to those who wish to improve their educational status.

Please check the general areas on a 1st, 2nd, or 3rd choice, in which you would enroll if the opportunity were made available locally. A small enrollment charge would be required to cover tuition and other costs.

Business Education
Examples: Beginning & Advanced Typing, Shorthand Dictation, Bookkeeping, Office Machines, Business English, etc.

Trade & Industrial Education
Examples: Drafting, Blueprint Reading, Appliance Repair, Health Occupations, Automotive Mechanics, Power Mechanics, Power Machine Operation, Welding, Hot and Cold Metals, Electricity, etc.

Distributive Education
Examples: Advertising, Display, Customer Relations, Salesmanship, Merchandising and Transportation, etc.

Agriculture
Examples: Farm Management, Livestock Feeding, Farm Accounting, Livestock & Crops Production, Farm Mechanics, etc.

Homemaking Education
Classes in Clothing & Textiles, Foods & Nutrition, Family Life & Health Education, Housing & Home Furnishings, Consumer Buying Education

Adult High School
General secondary courses which would lead toward a high school equivalency diploma.

Americanization Education
Courses of Citizenship Training for the foreign born
Examples: American History, Civics, Government, etc.

General Interest Education
Classes for your own enjoyment and self improvement
Examples: Art, Photography, Ceramics, Driver Education, Crafts, Everyday Law, Recreational living, etc.

Adult Basic Education
Classes in Reading and Writing the English Language and Basic Arithmetic.

(Sample Form 5)

FOLLOW-UP OF PREVIOUS GRADUATES

______________________ (Name)	______________________ (Year Graduated)
______________________ (Address)	______________________ (Job Title)
______________________ (Present Employer)	______________________ (Date)

Kind and Amount of Education Received After Graduation From High School

Course of Study	Where Received	Time Spent	Type of Degree (Diploma or Certificate)
________	________	________	________
________	________	________	________

Kind and Amount of Occupational Experiences Received After Graduation From High School

Position	Location	Time Spent
________	________	________
________	________	________

List courses which you took while in high school which were of maximum value to you in meeting your educational and employment needs since graduating from high school.

________	________
________	________

List courses taken by you while in high school which have been of least educational and vocational value to you in meeting your educational and vocational needs since graduation.

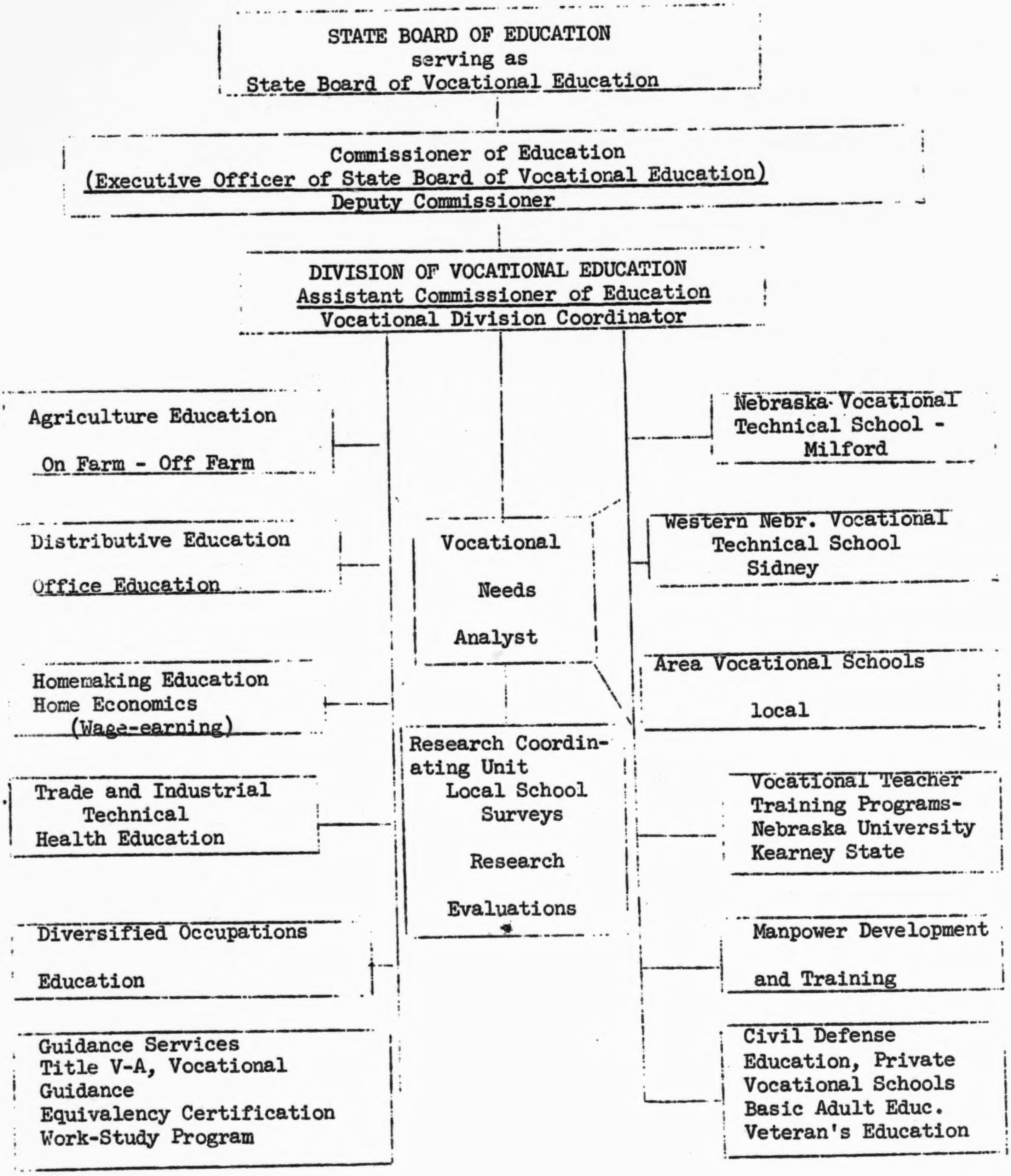
________	________
________	________

How could your high school have better prepared you to meet the challenges which have faced you since graduation?

____

____

____


STATE BOARD OF EDUCATION serving as State Board of Vocational Education
Commissioner of Education (Executive Officer of State Board of Vocational Education) Deputy Commissioner
DIVISION OF VOCATIONAL EDUCATION Assistant Commissioner of Education Vocational Division Coordinator
Agriculture Education On Farm - Off Farm
Distributive Education Office Education
Homemaking Education Home Economics (Wage-earning)
Trade and Industrial Technical Health Education
Diversified Occupations Education
Guidance Services Title V-A, Vocational Guidance Equivalency Certification Work-Study Program
Vocational Needs Analyst
Research Coordinating Unit Local School Surveys Research Evaluations
Nebraska Vocational Technical School - Milford
Western Nebr. Vocational Technical School Sidney
Area Vocational Schools local
Vocational Teacher Training Programs- Nebraska University Kearney State
Manpower Development and Training
Civil Defense Education, Private Vocational Schools Basic Adult Educ. Veteran's Education

APPENDIX Q

Follow-up on Trainees

One example of a Form which might be used by Teacher-Coordinators

CHECK SHEET ON USE OF FACTORS TO BE CONSIDERED IN EVALUATING COOPERATIVE PART-TIME STUDENTS[1]

****

Selecting Candidates

1. Cumulative and other records
   Do you use such records? Yes____ No____
   Are the records adequate? Yes____ No____
   Are the records easily available? Yes____ No____
   Do you help keep the records up-to-date? Yes____ No____

2. Personality
   Have you analyzed factors necessary for student success:
   a. In School? Yes____ No____
   b. On the Job? Yes____ No____
   Do you check each individual by these factors? Yes____ No____
   Do you recognize possibility of improvement? Yes____ No____

3. Physical qualifications
   Do you check on the general health of student? Yes____ No____
   Do you select applicant in light of physical requirements of the jobs? Yes____ No____

4. Aptitude, interest and intelligence test results:
   Are test results available? Yes____ No____
   Do you use specific prognostic tests to supplement your observation and interviews? Yes____ No____

5. Application--questionnaire blank
   Do you know the legal requirements:
   a. Provided in vocational and educational acts? Yes____ No____
   b. Pertaining to employment of the student? Yes____ No____
   Are you guided by these requirements in selection? Yes____ No____

---

[1] Adapted from "The Coordinator's Job in Follow-up and Evaluation" by H. D. Shotwell and Fron McCreery, Kansas State Teachers College, 1961.

6. Federal, State and Local Policies

Are you fully acquainted with the revised Vocational Education Bulletin No. 1? Yes____ No____
Do you know the provisions of your State Guidelines? Yes____ No____
Do you know your local policies? Yes____ No____
Are you guided by the above policies and provisions in your selection? Yes____ No____

7. School requirements

Do you know the graduation requirements of your school? Yes____ No____
Do you find out whether the student's schedule can be arranged to permit him to participate in the OFAO Program? Yes____ No____
Do you know all the special approvals that must be obtained? Yes____ No____

8. Training Station requirements

Do you know the availability of part-time placements? Yes____ No____
Do you know the specific training station needs? Yes____ No____
Do you know store employment policies? Yes____ No____

9. Previous work experience

Do you consider types in relation to successful participation in the program? Yes____ No____
Do you consider applicant's effectiveness as a worker? Yes____ No____
Do you consider quantity of work experience? Yes____ No____

10. Results of interviews

Do you interview each applicant? Yes____ No____
Do you explain the program to help students make an informed choice? Yes____ No____
Do you determine interest of student in preparing for a distributive occupation? Yes____ No____
Do you make use of all selection factors listed in items 1-10? Yes____ No____
Do you interview parents? Yes____ No____
Do you interview other school personnel? Yes____ No____
Do you interview previous and present employers of applicants? Yes____ No____

Evaluating Achievement

In School

1. Cumulative and other records

Is necessary information up to date? Yes____ No____
Do you periodically use records to determine achievement? Yes____ No____

2. Personality development
    Have you an organized plan for personality development? Yes____ No____
    Do you consistently carry out this plan? Yes____ No____
    Do you follow through on the personality development? Yes____ No____

3. Achievement test results
    Do you use a balanced variety of oral, written, and performance tests? Yes____ No____
    Are tests given only when needed? Yes____ No____

4. Projects
    Are projects designed to develop distributive proficiency? Yes____ No____
    Do you provide for both individual and group projects? Yes____ No____
    Is too much emphasis placed on use of projects? Yes____ No____

5. Ratings
    Do you use a sufficient variety and number of ratings? Yes____ No____
    Are raters carefully selected? Yes____ No____
    Do you use a number of different raters? Yes____ No____

6. Self-Analysis
    Are students encouraged to analyze themselves? Yes____ No____
    Are students trained to make self-analysis? Yes____ No____
    Do you use these analyses in evaluating student achievement? Yes____ No____

7. Observation of classroom activities
    Do you consider the extent of class participation? Yes____ No____
    Do you consider quality of class participation? Yes____ No____
    Do you consider the class citizenship of each student? Yes____ No____

8. School activities
    Are you aware of school activities outside of the classroom? Yes____ No____
    Do you counsel students on participation in school activities? Yes____ No____
    Do you relate school activities to OFAO program? Yes____ No____

9. Laboratory facilities
    Do you evaluate progress of each student in relation to laboratory facilities available in OFAO classroom? Yes____ No____
    Are other school facilities available for use in training OFAO students? Yes____ No____

10. Community activities

Are you aware of school activities outside of school? Yes____ No____

Do you counsel students in participation in community activities? Yes____ No____

Do you relate community activities to the OFAO program? Yes____ No____

11. Progressive interview results

Are students interviewed at regular intervals? Yes____ No____

Is student progress discussed? Yes____ No____

Are plans and suggestions for future student development made? Yes____ No____

Are proper interviewing techniques used? Yes____ No____

Do you interview parents? Yes____ No____

Do you interview other school personnel? Yes____ No____

On-The-Job

1. Work and production reports

Do you use carefully prepared forms? Yes____ No____

Are reports made at regular intervals? Yes____ No____

Do employers understand reporting procedures? Yes____ No____

Are results of reports used in evaluating achievement? Yes____ No____

2. Ratings

Do you use a sufficient variety and number of ratings? Yes____ No____

Are rates carefully selected? Yes____ No____

Do you use a number of different raters? Yes____ No____

3. Observations

Are regular observations made of students? Yes____ No____

Are results jotted down and used in evaluating achievement? Yes____ No____

Do you plan what factors to observe? Yes____ No____

4. Self-Analysis

Are students encouraged to analyze themselves? Yes____ No____

Are students trained to make a self-analysis? Yes____ No____

Do you use these analyses in evaluating student achievement? Yes____ No____

5. Work stations

Is student progress evaluated in relation to physical conditions of work station? Yes____ No____

Is student progress evaluated in terms of possibilities of advancement? Yes____ No____

6. Progressive interview results
    - Are regular interviews held with employers and supervisors? Yes____ No____
    - Is progress of student discussed with employer? Yes____ No____
    - Are plans and suggestions made for future student development? Yes____ No____
    - Are proper interviewing techniques used? Yes____ No____

Evaluating Outcome

1. Cumulative and other records
    - Are records up to date and complete? Yes____ No____
    - Do you use records to evaluate outcome? Yes____ No____

2. Results of follow-up studies
    - Do you make follow-up studies? Yes____ No____
    - Do you use results in making program adjustments for future cooperative students? Yes____ No____
    - Do you use results in counseling former students and helping them make plans for the future? Yes____ No____

3. Selection of extension courses
    - Do you know types and number of courses taken? Yes____ No____
    - Do you know relationship of cooperative and extension courses taken? Yes____ No____
    - Do you consider whether extension courses selected show progression on part of student? Yes____ No____

4. School activities
    - Do you know types and content of participation of former students? Yes____ No____
    - Does participation show progression? Yes____ No____

5. Community activities
    - Do you know types and extent of participation? Yes____ No____
    - Does this participation show progression? Yes____ No____

6. Results of interviews and visitations
    - Do you use interview and visitation results? Yes____ No____
    - Do you use results in making program adjustments for future cooperative students? Yes____ No____
    - Do you use results in counseling former students and helping them make plans for the future? Yes____ No____

Supervising the Co-op Program
Another example of evaluation might be:

SUPERVISOR'S CHECK CHART FOR OFAO PART-TIME COOPERATIVE PROGRAMS

Evaluation by Employer

Directions: Put a check on the line at the left of the number if the question can be answered favorably. Put a question mark if it is doubtful for any reason.

NOTE: This form could also be adapted for use by students.

Evaluation of Instructor:

_____ 1. Has the instructor won the respect and cooperation of the students?
_____ 2. Has the instructor won community and business support?
_____ 3. Has the instructor secured the interest and cooperation of the fellow teachers and administrators?
_____ 4. Is the instructor's practical experience in the business world adequate, recent, and diversified?
_____ 5. Is the instructor's training in Vocational Education adequate and recent enough?
_____ 6. Is the instructor energetic and enthusiastic?

Evaluation of Objectives:

_____ 1. Have the objectives of the curriculum and courses of study been thought through thoroughly and recorded?
_____ 2. Is the curriculum based on an analysis of the occupational needs of the community?
_____ 3. Are the objectives specific enough to provide for training the various types of jobs within the occupation?
_____ 4. Are the objectives of the curriculum broad enough to provide for student development beyond the requirements of the immediate job?
_____ 5. Do the objectives of the program provide for individualized instruction?

Evaluation of the Subject Matter Taught:

_____ 1. Does the subject matter directly tie in with the work that the students are doing on the job?
_____ 2. Is the subject matter up to date?
_____ 3. Is the subject matter broken down into units and lessons?
_____ 4. Are the lessons planned on the four-step basis (preparation, presentation, application, and testing)?
_____ 5. Are the assignments sheets well-prepared?
_____ 6. Do the lessons and assignment sheets provide for the various ability levels and different types of work stations?

Evaluation of Teaching:

_____ 1. Are the methods of instruction diversified enough to maintain student interest?
_____ 2. Are the methods of instruction employed correctly used?
_____ 3. Is there the right amount of individualized instruction?
_____ 4. Are the students' work habits in the classroom well established?
_____ 5. What evidences of progress do proficiency tests show?
_____ 6. Does the project work done by the students show progress and improvement?
_____ 7. Do the students possess initiative?

Evaluation of Coordination:

_____ 1. Is the attitude of the cooperating employers favorable toward the coordinator?
_____ 2. Is the attitude of the various school administrators favorable toward the coordinator and the program?
_____ 3. Is the attitude of the teaching staff generally favorable toward the coordinator and the program?
_____ 4. Has the coordinator used good judgment in fitting students and jobs?
_____ 5. Has the coordinator carried on a continuous and effective publicity program?
_____ 6. Has the coordinator's plan for the individual student's work experience been in line with the student's school work?

Evaluation of Advisory Committee: (Use and organization)

_____ 1. Is the committee organized according to vocational recommendations?
_____ 2. Does the committee meet at appropriate intervals?
_____ 3. Are the meetings well planned?
_____ 4. Does the committee understand its function and work constructively?
_____ 5. Are the minutes of committee meetings recorded?
_____ 6. Is the advisory committee evaluation of the program satisfactory?

Evaluation of Classroom and Equipment:

_____ 1. Is the room comfortable and pleasant?
_____ 2. Is the equipment adequate for the training needs?
_____ 3. Are the library provisions for this type of training adequate?
_____ 4. Are the periodicals adequate for the types of training represented?
_____ 5. Is the room clean and in good order?
_____ 6. Does the arrangement of room and equipment create a businesslike impression upon student and observer?

Evaluation of the Guidance Program:

_____ 1. Is the recruiting program adequate?
_____ 2. Are the selection standards high enough? Flexible?
_____ 3. Is the pre-cooperative program functioning properly?
_____ 4. Is there cooperation with and from the faculty in recruiting and guiding?

ADVISORY COMMITTEE'S CHECK SHEET
OFAO PART-TIME COOPERATIVE PROGRAMS

Directions: If the answer to the question is favorable to the program, place a check on the line at the left of the number; if doubtful, a question mark.

Evaluation of Industrial Reaction:

____ 1. Does close cooperation exist between the industries and the school?
____ 2. Are businessmen of the city willing to let the school help solve their employment problems?
____ 3. Do employers and their organizations look with confidence toward Vocation Education for assistance in the solution of their training problems?
____ 4. Has this program been developed cooperatively and effectively?
____ 5. Is the program being developed cooperatively and effectively?
____ 6. Is the training keeping pace with advancements in business?

Evaluation of Students and Instructor:

____ 1. Are the students in the program of a high type, mentally and physically?
____ 2. Do the students have a satisfactory personal appearance?
____ 3. Are they ccurteous?
____ 4. Do they possess the qualities necessary to become successful employees and good citizens?
____ 5. Does the instructor keep informed on business progress?
____ 6. Does the program enjoy the wholesome respect of all parties concerned?

Evaluation of Other Factors:

____ 1. Is test material and equipment kept up to date?
____ 2. Are there hampering factors which need to be removed?

REFERENCES

1. *Cooperative Work Experience Manual for Business and Distributive Education*. Albany, New York: The University of the State of New York, State Education Department, Bureau of Business and Distributive Education, 1965.

2. Fuller, Gerald R. *Education for Agricultural Occupations*. Danville, Illinois: The Interstate Printers and Publishers, 1965.

3. Hamlin, Herbert M. *Citizen's Committees in the Public Schools*. Danville, Illinois: The Interstate Printers and Publishers, 1952.

4. Hamlin, Herbert M. *Citizen Participation in Local Policy Making for Public Education*. Urbana, Illinois: College of Education, University of Illinois, 1963.

5. Hamlin, Herbert M. *Public School Education in Agriculture*. Danville, Illinois: The Interstate Printers and Publishers, 1962.

6. Linson, Marvin G. and Anderson, Harold. *Handbook for Developing and Operating Agricultural Occupations Programs*. Denver, Colorado: Colorado State Board for Vocational Education, 1964.

7. Mason, Ralph E. and Haines, Peter G., *Cooperative Occupational Education and Work Experience in the Curriculum*. Danville, Illinois: The Interstate Printers and Publishers, 1965.

8. *Philosophy and Criteria for Pilot Programs for Training Workers in Agricultural Occupations Other Then Farming*. Lexington, Kentucky: Department of Agricultural Education, University of Kentucky.

9. *Preparing Students for Employment in Agriculture - 1965 Workshop Report*, Agricultural Occupations Institute. Stillwater, Oklahoma Research Foundation, Oklahoma State University, 1965.

10. *Preparing Students for On-Farm Agricultural Occupations*. Columbus, Ohio: Department of Agricultural Education, The Ohio State University, 1964.

11. Rasestraw, C. E. *Training High School Youth for Employment*. Chicago: American Technical Society, 1951.

12. *Records of Supervised Occupational Experience and Training in Vocational Agriculture*. Baltimore, Maryland: The French-Bray Printing Company, 1964.

13. Way, Darrel. *Supervised Training for Agricultural Employment*. Little Rock, Arkansas: Department of Education, Division of Vocational Agriculture.

14. Weyant, Thomas J. Hoover, Norman U. and McClay, David R. *An Introduction to Agricultural Business and Industry*. Danville, Illinois: The Interstate Printers and Publishers, 1965.

15. "Guidelines for Vocational Education Programs in Nebraska Public Schools," State Department of Education, Division of Vocational Education, Lincoln, Nebraska, 1966.

16. Hoover, Norman K., Handbook of Agricultural Occupations. The Interstate Publishers and Printers, Inc., Danville, Illinois, 1963.

17. Stone, Archie A., Careers in Agribusiness and Industry. The Interstate Publishers and Printers, Inc., Danville, Illinois.

Administrative or Policy-Making Information

1. "Vocational and Technical Education in Agriculture for Off-Farm Occupations", The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212.

2. "Policy and Administrative Decisions Needed When Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations," The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212.

General Related Information

1. Student Manual for Occupational Relations, Nicholson Hall Bookstore, University of Minnesota, Minneapolis, Minnesota, 1959. (Coordinator's Guide is also available.) (Note: Money must accompany order.)

2. General Related Study Guide, Department of Industrial Education, University of Missouri, Columbia, Missouri, 1960. (Coordinator's Manual and Student Manual)

3. The list of booklets are available from Science Research Associates, Inc., 259 East Eric Street, Chicago, Illinois.

    a. Choosing Your Career
    b. Getting Along With Others
    c. What Employers Want
    d. Your Personality and Your Job
    e. Charting Your Job Future
    f. Exploring Your Personality
    g. How to Get the Job
    h. Handbook of Job Facts

4. "Your Job Interview", New York Life Insurance Company, New York, New York.

Specific Related Information

Student manuals for individual study may be obtained from the following sources:

1. Curriculum Materials Laboratory
   Department of Industrial Education
   University of Missouri
   Columbia, Missouri

2. State of Louisiana
   Vocational Curriculum Development and Research Center, Natchitoches, Louisiana 71457.

3. Vocational Industrial Education Department
   P. O. Box 2847
   University, Alabama

4. Distributive Education Department
Division of Extension
The University of Texas
Austin, Texas 78712

5. Industrial Education Department
Division of Extension
The University of Texas
Drawer V
Austin, Texas 78712

6. Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

7. Mississippi State University
Department of Industrial Education
Curriculum Laboratory
State College, Mississippi

8. The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

9. Agricultural Education
Teaching Materials Center
Texas A & M University
College Station, Texas

Information on Labor Laws

1. "Minimum Wage Legislation--Its Applicability on Nebraska Forms" Bulletin E.C. 67-834, Extension Service, University of Nebraska, Lincoln, Nebraska 68503.

2. U. S. Department of Labor
Regional Director
2000 Federal Office Building
911 Walnut Street
Kansas City, Missouri 64106

3. Nebraska State Department of Labor
State Capitol
Lincoln, Nebraska